

APR 2 1907

PROCEEDINGS

OF THE

TWENTIETH ANNUAL CONVENTION

OF THE

Association of Colleges and Preparatory Schools  
of the Middle States and Maryland

1906

Under the Auspices of the Higher Public Schools  
of Philadelphia

FRIDAY AND SATURDAY, NOVEMBER 30th AND DECEMBER 1st, 1906

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PUBLISHED BY THE ASSOCIATION

1907

### NOTICE.

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The next meeting of the Association will be held in New York City, on November 29th and 30th, 1907, with the College of the City of New York.







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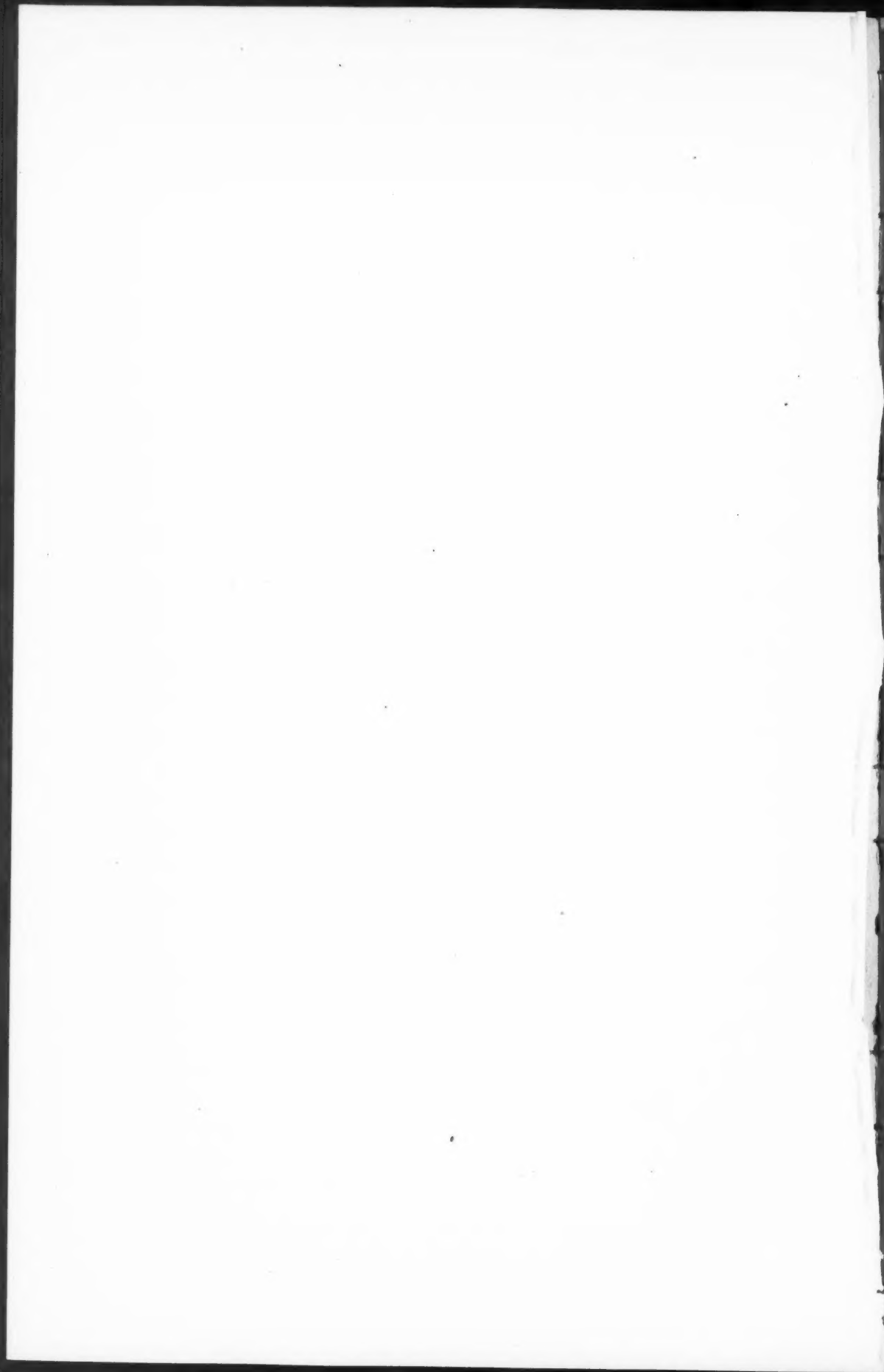
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## OFFICERS OF THE ASSOCIATION 1906-1907.

### President

President, WOODROW WILSON, Princeton University, Princeton, N. J.

### Vice-President

Headmaster WALTER R. MARSH, The Pingry School, Elizabeth, N. J.

Dean WALTER F. WILLCOX, Cornell University, Ithaca, N. Y.

President ROBERT ELLIS THOMPSON, Central High School, Philadelphia, Pa.

President THOMAS FELL, St. John's College, Annapolis, Md.

Principal HERSCHEL A. NORRIS, Friends' School, Wilmington, Del.

### Secretary

Professor ARTHUR H. QUINN, University of Pennsylvania, Philadelphia, Pa.

### Treasurer

Professor JOHN B. KIEFFER, Franklin and Marshall College, Lancaster, Pa.

### Executive Committee

President, Secretary and Treasurer, ex-officio.

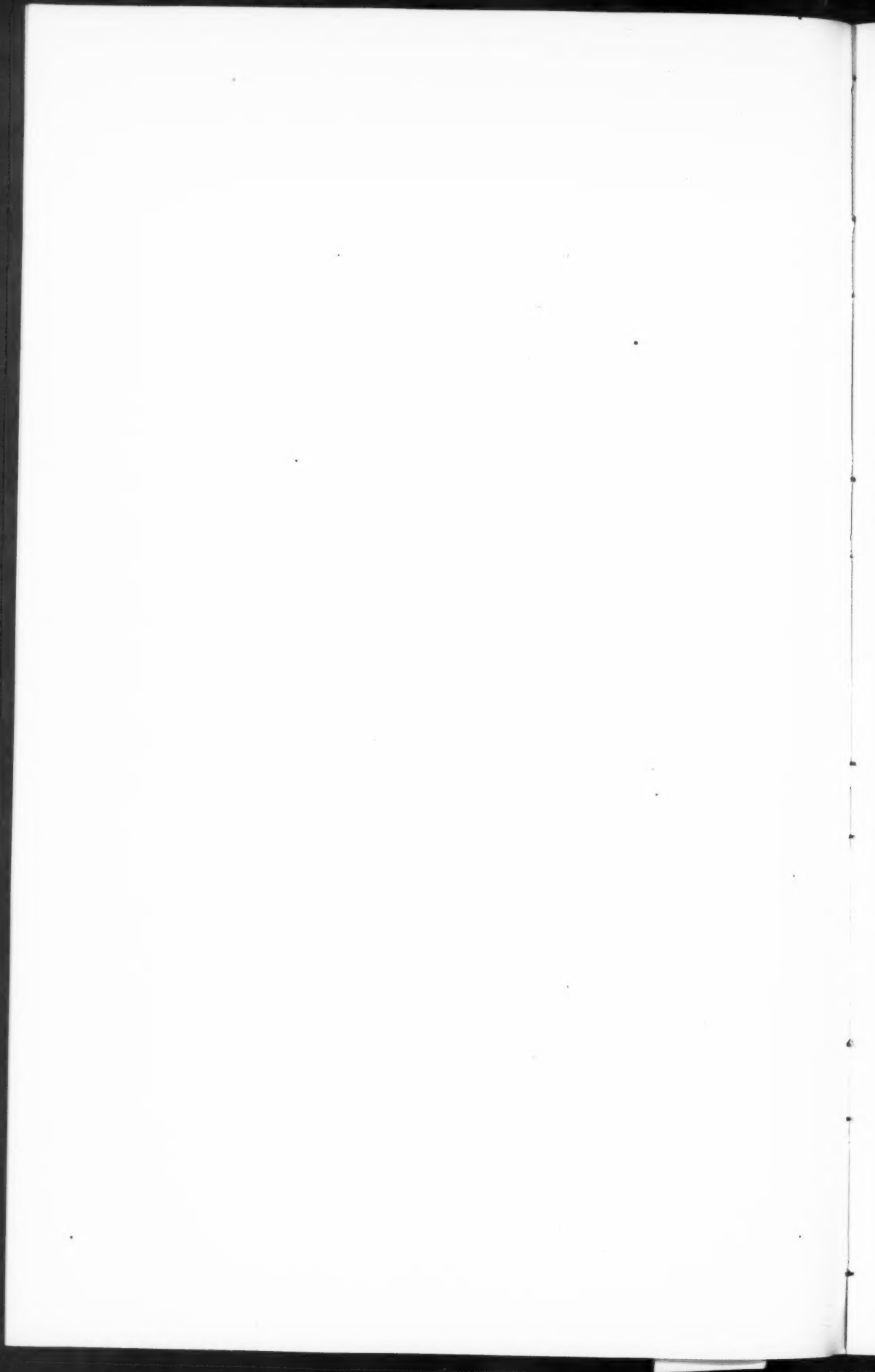
Principal WILLIAM W. BIRDSALL, High School for Girls, Philadelphia, Pa.

Dr. EDWARD J. GOODWIN, University of the State of New York, Albany, N. Y.

Dr. MARTIN G. BRUMBAUGH, Superintendent of Schools, Philadelphia, Pa.

Director FRANCIS R. LANE, Tome Institute, Port Deposit, Md.





## SUMMARY OF SESSIONS

**First Session, Friday, November 30th, at 10.30 A. M., in the  
Central High School**

Address of welcome:

President ROBERT ELLIS THOMPSON, Central High School, of Philadelphia.

Response:

Principal WILLIAM W. BIRDSALL, Philadelphia High School for Girls, President of the Association.

Topic: "The Compensation of College Teachers."

President JAMES D. MOFFATT, Washington and Jefferson College.

Professor JEFFERSON B. FLETCHER, Columbia University.

Professor EDWARD EVERETT HALE, Jr., Union University.

General Discussion:

Professor W. A. LAMBERTON, University of Pennsylvania.

President THOMAS FELL, St. John's College, Annapolis, Md.

**Second Session, Friday, November 30th, at 2.30 P. M., in the  
Central High School**

Topic: "The Secondary School and the College."

(a) "Should College Entrance Requirements be Reduced in Quantity?"

PRINCIPAL JOHN G. WIGHT, Wadleigh High School, New York City.

(b) "The Encroachments of the Secondary Schools on the College Curriculum."

Professor LUCY M. SALMON, Vassar College.

General Discussion:

Headmaster WILSON FARRAND, Newark Academy, Newark, N. J.

Dr. EDWARD H. MAGILL, New York City.

Headmaster LOUIS L. HOOPER, The Washington School, Washington, D. C.

Principal JULIUS SACHS, Dr. Sachs's School for Girls, New York City.

Professor CHARLES W. HODELL, Woman's College of Baltimore.

Mrs. MARY NICHOLS COX, Chappaqua Mountain Institute, Chappaqua, N. Y.

Rev. THOMPSON H. LANDON, Bordentown Military Institute, Bordentown, N. J.

Mr. WILLIAM N. MARCY, The Mackenzie School, Dobb's Ferry, N. Y.

Miss AMY RAYSON, The Misses Rayson's School, New York City.

Professor ARTHUR E. MEAKER, Lehigh University.

Principal WILLIAM A. WETZEL, High School, Trenton, N. J.

Principal CHARLES D. LARKINS, Brooklyn Manual Training High School.

Professor CHARLES DE GARMO, Cornell University.

Principal VIRGIL PRETTYMANN, Horace Mann School, New York City.

Principal FRANCIS A. SOPER, Baltimore City College.

Headmaster WILSON FARRAND, Newark Academy, Newark, N. J.

**Third Session, Friday, November 30th, at 8 P. M., at the  
Drexel Institute**

President's Address: "What is Preparation for College?"

President WILLIAM W. BIRDSALL.

Reception in the Grand Court of the Institute.

**Fourth Session, Saturday, December 1st, at 10 A. M., in the  
Central High School**

Topic: "The Responsibility of the College for the Moral Conduct of the Student."

President JOHN H. HARRIS, Bucknell University.

President JAMES M. TAYLOR, Vassar College.

Principal JOHN H. DENBIGH, Morris High School, New York City.

**General Discussion:**

Rev. THOMPSON H. LANDON, Bordentown Military Institute, Bordentown, N. J.

Mr. GEORGE PEARCE DYMOND, Hoe Grammar School, Plymouth, England.

Professor ARTHUR E. MEAKER, Lehigh University.

Mr. WILLIAM N. MARCY, The Mackenzie School, Dobb's Ferry, N. Y.

Principal J. G. CROSSWELL, Brearley School, New York City.

12 M. Business Meeting and Election of Officers.

Adjournment.

PROCEEDINGS  
OF THE  
**Twentieth Annual Convention**

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FIRST SESSION

Friday, November 30th, at 10.30 A. M.

Principal William W. Birdsall, President of the Association,  
Presiding.

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ADDRESS OF WELCOME.

PRESIDENT ROBERT ELLIS THOMPSON, CENTRAL HIGH SCHOOL,  
PHILADELPHIA.

*Mr. President, Ladies and Gentlemen of the Association:*

The pleasant duty has fallen to me to welcome you to the Quaker City—a city whose good name for hospitality has never been touched or lost since William Penn founded it.

It is some nine years, I believe, since the Association met in our city, and, as the Germans say, a good deal of water has run past the mill in that time. It is in fact to a different Philadelphia that you come to-day, from that which you saw at that time. It is a Philadelphia with a new spirit and a new purpose, and with all the more of promise for the future that she has less of the self-complacency and self-satisfaction which she once possessed. She has become more alive to the faults and evils of her social condition, and to the opportunities of a nobler development, than at any previous time in her history. She is no longer content with spreading new blocks of houses, and new industrial establishments, over the hundred and fifty square miles of her legal area. She is trying to grow upward in a

different sense from that of building sky-scrapers. She is more intent with every year upon quality, and less content with quantity in her growth.

In no respect has the change been greater than the deeper interest in education, and in the improvement in the methods by which it is effected. We have had something like a revolution within two years. Our Board of Education has been reorganized with reduced numbers, which admit of business-like attention to both principles and details, and the members are chosen with less reference to locality and more to personal fitness. Our new Superintendent, whose absence to-day in New England I much regret, is invested with power to deal with the responsibilities of his important office, whereas his two honored predecessors might be said to have been manacled and fettered to prevent their achieving what was needed. Along with him is associated a competent body of younger men, who are familiar with the school system in both its merits and its defects. The income of our schools, instead of being left dependent upon the mood which prevailed in our city Councils from year to year, is now determined by the law of the State, at a figure which will enable the Board of Education to do the work expected of them. And we have seen a provision begun for the support of retired teachers, who have spent their strength upon the work of our schools, without being able to save from their inadequate salaries the means of supporting themselves in old age. In fact, it is fair to say that great as have been the changes which have passed over Philadelphia in many things, none has been so great as that which has taken place in our system of public schools.

To-day we are looking forward with larger hopefulness than ever before to accomplishing for our city what a good school system is capable of effecting. Nor should I omit the co-operation which will be given us by other educational agencies, including our University, the large number of our medical and other special schools, and the private schools of the city and its neighborhood. Our city is as amply equipped in these directions as any other in the country, and in some we claim the pre-eminence.

Our changes for the better have been due in part to the scant supply of teachers, especially for the lower schools. The time was when the woman of an American city, who had to



support herself, had no choice but three: the counter of the store, the sewing-machine of the seamstress, and the teacher's desk. Within thirty years past other employments, demanding far less preparations, in themselves far less laborious, far less strenuous in their demands upon attention, and far better compensated than that of the teacher, have opened on every hand. So the city has to consider how she is to equip her schools, especially in the lower grades, with the teachers she requires. "Blessings brighten as they take their flight." The value of a good teacher begins to be felt when her like cannot be had in unlimited quantities. The time is past for requiring of her to take the footing of an employee, to be dismissed at pleasure without recognition of her fitness, or for allowing other considerations than her fitness to control her appointment. The discovery that the teaching profession is not crowded with applicants, has awakened this and other communities to the fact that the work must be made to rival other employments in attractions and in its compensation, if we are to draw to it the talent required for the work of the school.

There is, however, a deeper and more satisfactory reason for the new esteem of the work of the teacher, which is seen in this city, as throughout the educational world. There has been a steady rise in the appreciation of that work, and a larger sense of its importance to society. I think we may date from the appearance of Dean Stanley's "Life of Thomas Arnold," the beginning of a truer sense of what it means to be a teacher of the right sort, what heart and courage must be put into his work, what self-sacrifice, what thoughtfulness and patience. It begins to be felt that this is one of the most responsible and laborious of professions. And every faithful and efficient teacher, in high place or low, has been helping to build up that public esteem for the work of education, and has helped to lift our profession to the level of respect and esteem to which its labors entitle it. "Other men have labored, and ye have entered into their labors."

There was a time when the teacher, especially in the public schools, had to do the work with the sword in one hand and the trowel in the other. The sword is now laid aside, because the need has ceased for vindicating the value of the school. Taxes for its support are no longer regarded as an unreasonable imposition upon the taxpayer. The day has passed when the

teacher was regarded as an object of charity, and the position was conferred upon those who had failed in everything else, because "anybody can teach."

This increased respect for the teacher's profession, I believe to have been due in large measure to a change which has taken place within the schools themselves, in the shift of their stress from merely intellectual to moral results of their work. When America was in the heyday of industrial development, girding her loins for the conquest of a continent to human use, her problem was to find adequate leaders in this vast work. The Nation said to her schools, "Give us trained men, who can do things—men of ambition to rise in the world, and capable for every kind of undertaking." To this demand the school in great measure responded. It appealed to the ambitions of the young for worldly and material success, for social position and influence, for all those things which, however harmless in themselves, stand apart from moral weight and worth. To-day the change of atmosphere in this respect is marked throughout the country. We are sated with mere success in gathering and creating wealth. The millionaire is now a questionable character. It is asked, "How did he get his money? Is he honest? Could you trust him in the dark? How has he treated those who worked for him? What has he done for the country?" A man dies who is "worth" seventy millions, and his friends have to rally to the defence of his memory against the criticism which is provoked by his having no higher aim in life than accumulation. A great teacher like Prof. Shaler dies, and the whole Nation feels that it has sustained a loss.

By the school this change was anticipated. For thirty years past it has been working to bring it about, by a steadily increased stress upon character as the finest result of education. So it is not taken by surprise, when the Nation comes to care less for mere intellectual and practical competence, and immensely more for moral weight and worth. To-day the land says to its schools, "We are putting into your hands the future of the American people. Make these boys and girls trustworthy, public-spirited, honorable and fearless in the discharge of duty, while you fit them in point of intelligence for the work they have to do. Give us back brave men and women, of principle, of integrity, on whom the public mind can rest with just confidence at every critical moment, in every responsible place."

It is accepting a new standard of educational success; but one which the schools adopted before the public did so. Within my own time I have seen a great change in the spirit of our educational methods, in just this direction. We have been coming to recognize that, in the words of the late Gov. Russell, of Massachusetts, "Education is more than a living; it means life."

I welcome you to a city which shares fully in this higher estimate of the work of education, which no longer measures the worth of its schools by their fitness to prepare the young for worldly success, but rather by their ability to train them for social usefulness, for public service, and for the great things of the human life and duty.

It is a pleasant and profitable part of your work as an Association to compare methods and results within your own province, with those of other parts of our country. I was very much comforted, two years ago, when I attended the meeting of the Association of Schools and Colleges in New England, to find that in even that favored quarter they had to work with the problems which perplex us. How to deal with the lame and the lazy, with the boy who is led reluctant to the fountains of knowledge, but whom the twenty men of the proverb will not constrain to drink of them—with the boy who may be counted upon to absent himself whenever any plausible excuse be found for his presence elsewhere—with the boy to whom the school-house is a prison, without a single pleasant association—these teachers, in the most favored surroundings, know no more than we do. And then there is the problem of keeping athletics in their proper place in school life, and of keeping the High School classes from being thinned out to tenuity, as the four years of the curriculum pass. The most fruitful suggestion as to athletics, indeed, comes to us from old England, and it is to make athletic work compulsory and everything else voluntary. Then our boys would be seen slipping away from the athletic field, to have a good time in some corner with Cæsar and Homer; and our reports would warn anxious parents that unless James improved in his pitching, or Charles made fewer "muffs" in fielding, they could not be promoted this year.

I welcome you to Philadelphia, as the Quaker City. She has some Quaker ways about her, one of these being her reserve toward entire strangers. She wants to see your certificate from

your Monthly Meeting, to know who your grandmother was, and that you have been vaccinated. But when once these preliminaries have been got over, she takes you to her heart, being not surpassed in warmth of heart by any other city of the land. I knew a good woman who spent some ten years or more here, and afterwards removed to another city, but always wanted to get back to the kind people of Philadelphia. She said she had received more kindness from those of us who had been strangers to her, than she had been shown in the land of her birth by those who had known her from girlhood, and that most of this came from two classes on whom she had no especial claim—from Friends and Hebrews.

Philadelphia needs praising. There is no city in the world whose praise falls so much below her merits as this. It is so largely through her Quakerly repugnance to self-advertising. She is slow in taking the bushel off the candle. She is even indisposed to believe that anything she possesses is remarkable, until she hears outsiders talk of it. She is a city of exceptional historic interest. More of American history has taken place within sound of the bell on the old State House, than within any equal area of America, outside of Washington. From the beginning of the Nation's struggle for independence to its close, this was the national centre; and here men were raised up to stand in the breach in the day of peril. Yet we have taken almost no pains to mark sites of historic interest, except in our suburb of Germantown, whose Site and Relic Society is doing for that borough, what Boston has done with such care for every spot in her bounds where anything of interest or importance has occurred.

As I have said already, ours is a city of interest to educators. Our oldest school, and one which is antedated by few on this continent, is that which we now call the Penn Charter School. It was established almost as early as the city itself, with the co-operation of our founder, and was partly endowed by a bequest from George Fox, generally regarded as the founder of the Society of Friends. On the roll of its teachers is Charles Thomson, the proverbially truthful Secretary of the Continental Congress. He again was one of the first in the great succession of Scotch-Irish schoolmasters of Philadelphia, who flogged the fathers, grandfathers and great-grandfathers of the city into a sound respect for mathematics and the learned

languages, if not into a clear knowledge of them. Ours is also a city of especial scientific interest, as the home of biological science and research from earliest times. She has had men of the highest eminence in this field among her sons, from John Bartram down to Cope and Leidy, for what we used to call "natural history" was always a theme of interest to Friends; and it is due largely to this fact that Philadelphia is the chief centre of medical education in America. We are becoming aware of this point even at home. When Charles Kingsley visited us, he told his host that the first thing he wanted to see was Bartram's Gardens. Mr. Childs, whose position as publisher of one of the city's dailies, might have made him familiar with every part of Philadelphia, had to admit that he did know where they were. Mr. Kingsley would have no difficulty in finding them to-day.

Best of all, this is "the City of Homes." Her people live under their own roof-tree, bring up their families in the privacy which befits human life, instead of being housed in huge barracks, where such life is impossible. Her position, as open on three sides for almost indefinite expansion, has made this possible, as also have good land-laws and the existence of her building associations, which have added one-fifth to the value of our real estate in one-story houses, built from the savings of the working people for their own use. I might say more without exhausting the subject, but I shall close with bidding you again welcome in an ancient tongue which is spoken by some forty thousand of the residents of Philadelphia, *Cead Mille Failthe!*



## RESPONSE.

PRESIDENT WILLIAM W. BIRDSALL.

The Secretary of this Association, with an authoritativeness and independence of action characteristic of secretaries and belonging to them, has caused to be printed next upon the program the item: "Response by the President." Now the hosts upon this occasion are the faculties of the higher schools of the public school system of Philadelphia, in which body I am happy to number myself. I find myself, therefore, in the interesting situation of being required, as a guest of the occasion and as representing all the guests, to respond to a welcome extended in part upon my own behalf. The situation has some difficulties; but in the last few months it has had some advantages. When I have desired on behalf of the higher schools of the city or on behalf of the Association to effect some particular arrangement in connection with this meeting, it has been very convenient for me to insist that I was a member of one of the higher school faculties. When a disagreeable responsibility has appeared in the horizon it has been frequently desirable for me to assert my privilege as a guest.

There are one or two phases of the acknowledgment of the welcome to which we have listened, to which, perhaps, it will become me to advert. I think it does become me to put into words the appreciation which the higher school faculties of Philadelphia and this Association feel of the action of the school authorities, the Board of Education and its committees, in setting at our disposal this admirable building in which we are to meet and in other ways facilitating the meeting of the Association under these auspices. And I think I may properly say, on behalf of the Association whose meetings I have attended with considerable faithfulness now for many years, that this Association knows how, as perhaps few bodies of people do, to respond to an address of welcome; for, surely, the adequate and complete response to such an address is to be welcome, to be at home. I have no doubt that this sense of being at home resides with you all.

I know that the committee of arrangements of the local schools is at hand in force and will put at the disposal of visiting strangers any facilities which the city may offer. I par-

ticularly commend to you who come from other and, as Dr. Thompson would doubtless say, less favored cities—I particularly commend to you the use of this Local Committee of Arrangements, or its members, as a handy guidebook or book of reference. They will be at your disposal in anyway whatsoever, and will be glad to render service in any capacity.

Dr. Thompson has spoken at length of the city of Philadelphia. He has spoken briefly of the Quakers; I am glad he knows so much of them. One of the Quaker characteristics is plainness of speech; and in exemplifying that Quaker virtue I intend to draw these remarks to an immediate close and to speak plainly throughout these sessions in the administration of the rules which have been in force in all our meetings and in the orderly conduct of business.

Turn we now our attention to the inspiring topic which is to engage our attention this morning.

I know no subject upon which it is so easy to excite the enthusiasm of the earnest teacher as that of suitable compensation. To introduce this topic as it concerns college teachers, I have the pleasure of presenting to you President James D. Moffatt, of Washington and Jefferson College.

## THE COMPENSATION OF COLLEGE TEACHERS.

PRESIDENT JAMES D. MOFFAT, WASHINGTON AND JEFFERSON  
COLLEGE.

I have not chosen this subject for discussion—it was assigned to me—but I have long felt an interest in it. I may say that I have been interested in it in two different ways; one is the selfish way, that I need not define in a company of college teachers, and the other is the altruistic way, which all good college presidents ought to cultivate. But I do not think I have ever heard the subject discussed. In the majority of college circles it has not promised to be a fruitful subject of discussion. Whenever a professor has remarked, "We ought to have larger salaries," no one seemed to care to take the negative side.

I presume the discussion has not been proposed at this meeting because any one fears that salaries may soar too high. On the other hand, it is not probable that any one hopes that our discussion of the topic will be followed by any immediate results of a practical character. The trustees of our institutions are not here in such numbers as to encourage such a hope. But there is a chance that our consideration of the subject may contribute to the growth of a public opinion that may in time lead to good results. If we are all agreed that the compensation of college teachers is less than it ought to be, it will be at least small satisfaction to give expression to our belief. Others may join us, and in time we may hope that public sentiment will be strong enough to direct the attention of liberally minded rich men to this need.

In opening up the subject for those who are to follow me, I think it will be well to call attention, first, to the existing compensation; then, to what we may reasonably regard as a normal compensation; and finally, to ask what can be done in the way of trying to secure a more rapid approach to the normal compensation.

It does not seem possible to describe the existing compensation of college teachers except in some rather broad, general statements that may only very vaguely sum up the practices of college authorities, practices that vary widely. If it were possible to obtain a statement of the salary of every college

teacher in the country, it would be undesirable to present such a statement to this audience. If it were shortened by giving only the number of teachers receiving certain salaries, it would simply make the impression that those who are receiving ample compensation, if any such there might be, are the very few; and that those who are receiving salaries too small for a comfortable living for a family constitute the majority of all. I am not sure of the accuracy of this last statement, for no complete record of salaries has been collected. President Pritchett, of The Carnegie Foundation for the Advancement of Teaching, remarks that

"No data are available which show with any accuracy the financial support of the teacher in all these institutions. Indeed, it is difficult to obtain such data in all cases. For example, in most of the Roman Catholic colleges the teaching is done by priests, who receive no fixed salaries; and in many of the smaller institutions salaries are contingent on the tuition fees received."

President Pritchett then proceeds to give a table, based on reports from 327 colleges and universities, from which it appears that the average salary paid is \$1,550 a year. But while this allows us to think of some teachers as receiving larger salaries, it compels us to think of others as receiving smaller salaries; and we would like to know how many persons get lower salaries than the average, and how much lower than the average some salaries actually are.

To cast a little light on these questions I have obtained a record of the salaries paid in thirty-eight denominational colleges. There are 481 professors reported and their salaries average \$808 a year, a little more than half the average salary received in the 327 institutions reported by President Pritchett, and about \$300 less than the average reported by him for 218 denominational colleges. But I observe that these salaries range from \$25 a year to \$2,400 a year. There are eight who received less than \$100 a year, and forty-one who received less than \$300 a year. It is hard to believe that these forty-one persons are professors dependent on their compensation for teaching alone, and it will probably be proper to regard them as instructors giving only a part of their time to teaching. Eliminating these forty-one, I find 124 receiving less than \$600,

204 less than \$800, 279 less than \$1,000, and 410 out of 440 less than \$1,600; only fifty-three receiving \$1,500 and upwards. Of the higher salaries, four received \$2,000; one, \$2,365.17, and one, \$2,400. If we regard \$1,550 as the average salary my list of 481 college teachers exhibits only thirty as receiving the average and higher, while 451 received less than the average. I know that other groups may be selected in which a better showing might be found, but still there is enough evidence to sustain the general assertion that a large majority of college teachers in this country do not receive salaries that average \$1,800. I scarcely need to say that when the cost of living is considered \$1,800 in one locality means a good deal more than it does in another locality.

Passing now to the question, What ought the compensation of college teachers to be? I wish to remark that the answer cannot be expressed in terms of dollars alone. Teaching is not one of the recognized money-making occupations, and few men enter it with that end in view. There are preparatory schools that have been money makers for their owners, and seeing their financial success greed for dollars may lead others to try the same mode of earning a small fortune. But teachers as a class, especially college teachers, have not thought of money making as a probable result. A home, a comfortable living for a family, some of the enjoyments of cultivated society, and some provision for the later years of life and for the dependent members of the family after the disability or death of the teacher, would not seem to be an extravagant desire. The college teacher does not look for his happiness in the handling and spending of a large income and the trial of new forms of sensuous pleasure, but finds it rather in intellectual pursuits, the society of educated people, the esteem in which efficient teachers are held by their pupils, and, above all, the consciousness that his energies are spent in promoting the higher forms of good in the human race. But, on the other hand, not only their personal comfort, but their higher efficiency as teachers demands a money compensation sufficient for a certain style of living, and for availing themselves of opportunities to add to their scholarship and personal fitness to do more effective teaching. It is as important to the institution as it is to the teacher that he be reasonably free from worldly care, able to travel in his vacations, to attend conventions of those engaged in the same business, and



to spend a portion of his time in studies in advance of his immediate need as a teacher. Let the salary vary to accommodate differences in living expenses, as between East and West, North and South, city and village, still in each case it ought to allow for many good things beyond mere existence and freedom for hunger and cold. The Carnegie Foundation for the Advancement of Teaching has made a very valuable addition to the compensation of a limited class of college teachers, and these teachers, of a certain age or term of service, may cease to worry about their latter years and to dabble in stocks in the hope of providing for the day of disability. But this beneficent provision is limited in its field. The field of State institutions, and the field of denominational colleges are inviting similar schemes from other sources. Mr. Carnegie's beneficent and wise provision has directed the attention of the whole country to this mode of increasing the compensation of teachers and the expressed approval of it, practically unanimous, must lead to imitation of his good example.

Passing to the more practical question, What can be done? I find myself unable to give it any single satisfactory answer. Immense sums of money have gone into college treasuries, and if these sums of money had been left to the disposal of Boards of Trustees, and if Boards of Trustees had conferred with Faculties, I am sure many of our institutions would now have fewer fine buildings and fewer endowed chairs, for which there is little demand, but would have better paid teachers. In many cases, however, donors have had wishes that had to be respected, and possibly, in some cases, Boards of Trustees and Presidents have had ambitions to make a good show before the world, and the teachers have seen the institution growing more prosperous with no improvement in their salaries. It ought to be said, in defense of college authorities, that the keen competition between colleges has made it a necessity in some cases to improve buildings and add new ones, and to meet popular demand for modern studies and methods, while salaries were kept stationary. Not to do these things might result in loss of patronage, and that again might force a reduction of salaries.

If endowment can be secured and the income of any institution will admit of bringing up the compensation of college teachers to meet the rising scale of living expenses, I am dis-

posed to think no Board of Trustees would hesitate to make the necessary increase.

There is one practice within the reach of college authorities by which the lot of the teacher may be rendered more satisfactory, even if his salary can not be increased. After a trial of a reasonable period, say one or two years, the satisfactory teacher ought to be assured of a permanent tenure of his chair. A good salary, accompanied with a liability of removal for any small reason, is less desirable than a smaller salary and a reasonable hope of permanent occupancy. Of course, efficiency must be kept in view, and the loss of it becomes a reason for a change, for the teacher is for the college and not the college for the teacher, but complaint is sometimes made that other reasons sometimes operate, and teachers find themselves thrown out when other positions are not available. So far as such action can be avoided, and an element of permanency can be admitted in practice, the compensation of the college teacher is thereby increased.

But the best cure of existing suffering and the best security for the proper compensation of all efficient teachers, is increased endowments, and no Trustee or President will decline any offer of addition to endowment.

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## THE COMPENSATION OF COLLEGE TEACHERS.

PROFESSOR JEFFERSON B. FLETCHER, COLUMBIA UNIVERSITY.

Compensation is twofold—wages from the public served, esteem by the public served. The compensation of college teachers is in both ways inadequate. They see this clearly enough; one day the public will—when it sees it is not getting its money's worth. Inadequate compensation—I do not say inadequate salaries merely—means, in the long run, inadequate men. There may be always some who teach for the love of it; some financially independent of salary; but the greater number, if at once underpaid and underesteemed, will all too likely be timid mediocrities, cajoled into the job by scholarships and fellowships, cajoled out of it by pensions. Such a faculty, incapable of self-government, will indeed need the big stick held

over it. There, indeed, as President Andrews says of existing faculties (*Educ. Rev.*, Mar., 1906),—"only a military authority can produce uniform procedure,"—and their uniform would most appropriately be a livery. There, the course of the devoted few must be an "obstacle race," and the attitude of the financial independent few will be either a politic condescension or a disdainful aloofness.

There are those telling the public that this cheapening of the profession and of the professor is a fact accomplished. Their language is more—or less—polite. I quote: "With rare exceptions, the higher educational institutions of America have been silenced or enlisted in the service of wealth." (T. E. Will, *Arena*, September, 1901). I quote again: Trustees, "in the main financiers," "have come to regard the faculties as mere hired employees." (W. C. Lawton, *Educ. Rev.*, Nov., 1906). I quote again: "The American professor lacks not only independence of income, but also of heart." (*ib.*) These are samples of the less polite language of our critics. Somewhat more subtly phrased—this allegation—"There is ground for maintaining that the methods of the business corporation and the political machine have been somewhat wantonly applied to educational administration in this country" (J. M. Cattell, *Independent*, Dec., 1905); or this—"Facilitation of administration measures and some practical executive efficiency [in professors] is more apt to meet with tangible rewards than are more academic talents." (J. Jastrow, *Science*, Apr. 13, 1906). But I will not multiply quotations. I have read some twenty articles of recent date, of which the common thesis is "commercialism" of college administration and consequent "degradation" of the college professor. The writers of these articles are themselves college professors and college presidents. If they speak truth, no wonder President Thwing sighs over "a calling which has, in recent years," he declares, "been in peril of failing to summon the worthiest." (*No. Amer. Rev.*, Nov., 1905.)

Perhaps their picture of Darkest Academe is a caricature; controversy tends to caricature. But a caricature exaggerates, not invents. I do not think it quite "A Fair Question," which, in the editorial columns of the *Educational Review* (Sept., 1906), asks which college it is that is thus "commercialized," and where the professors are so "degraded." Just or not, the

arraignment is not of a college, but of a college system. Evidence—if evidence there be—must lie in a bill of particulars, offensively personal particulars. Undoubtedly, there is a tone of mystery among our critics—though, heaven knows, not in all!—an air of “I could tell a tale, an I would!” Do we college folk want public tale-telling on one another? Must we brandish the muck-rake, too? If we need house-cleaning, why not apply Bunyan’s really pertinent parable of laying the dust before sweeping it? Let us do this dust-laying in our own faculty-rooms, behind closed doors and windows, lest we make our unmitigated dust so abundantly to fly about that the Christian public will almost therewith be choked. And that would be hardly the way to “summon the worthiest” into our calling.

And, as I said at first, public esteem is a part, the more precious part, of our compensation. Very particularly may the professor exclaim with the poet—“He who steals my purse, steals trash” (and mighty little of that!); “but he who steals my good name”—well, as a class, we set much by a good name. And our social “good name” is precious, as well as our moral “good name”—especially to our wives. “A Professor’s Wife” has recently told (*Independent*, Nov. 30, 1905), how she brings up her professor and four children in a middle-western town on \$1,100 a year. Her mood, in the main, is one of half humorous deprecation of the struggle; she is not unhappy; but once she does grow bitter. “With all this straining to live comes a wish from the President and Trustees of the college that we mingle more in town society; that it will be a good advertisement for the college to be well represented everywhere. Who can afford the evening dress to go? Or the evening’s sewing left undone? Who can return invitations? Who has the strength—and this at the highest premium—who has the strength to spare? Not one of the wives of the Trustees who desire this has ever called on a professor’s wife, much less done anything to bring the college people into her circle of acquaintances. We meet them at college receptions; they always express their interest in the college, and that is all.” Where is the fly—rather the wasp—in that woman’s ointment? When she says—“Our tastes and education make us companions of the refined in easy circumstances, but our incomes are those of mechanics”—is it being paid like mechanics, or being treated by richer women like a mechanic’s wife, that makes her wince? “She ought to rise

above such pettiness." How easy is "ought"—for others! Besides, for the poor professor's wife there is the galling sense that the Trustee's wife is not wholly unjust, wholly snobbish. Is there not a natural "great divide" between opportunity and lack of opportunity?

And the same "divide" threatens between the drudge-wife and her own husband. She shares his lack of compensation; does she share his compensation of the intellectual life? She began his equal, his intellectual confidant. She may continue so; but all is against her; by the very nature of her and his common, yet how diverse, lot, the horizon of his mind broadens, while that of hers is by petty drudgeries narrowed and confined. Search your own hearts; is not the last state of that woman, intellectually, worse than her first?

Yet I am not now pleading so much for her as for the profession into which she has married. The drudge-wife may develop into the saint, rejoicing in her very worldly limitations. But the saint is not as yet a staple; most of us would "rather see, than be, one." The college wives I happen to know are not talking "saintly" about compensations; they are talking mad. Were they really mechanics' wives, their men would be on strike. As it is, they are only—many of them—boycotting the profession. I know painfully few professors' wives who want to see their daughters professors' wives, or their sons professors.

Our abler young men do not seem to be in need of much dissuasion. Perhaps they do not care to yoke their wives, won or to be won, to such a plough in such a furrow. Anyhow, many people are saying privately and in print, that our young lawyers, doctors, journalists, businessmen, are stronger men, have more red blood and more gray matter, than our young college teachers. The comparison is difficult as well as odious; I hope it is wrong; but the opinion is too current to be negligible. And if true, then is our circle vicious, indeed. Worse recruits must make present conditions, whatever they may be, worse; and worse conditions must draw still worse recruits.

Miss E. H. Pope, in the *Educational Review* (Jan., 1906), finds in the hard conditions of the college instructor the deterrent. I doubt; and I dwell on my doubt, since your Secretary suggested my discussing especially the salary question as affecting the younger men. Well, to me the younger college teacher, the instructor, seems at present better off, relatively and abso-

lutely, than the professor. I recognize that his training is costly—more costly than in any other of the learned professions. A writer in the *Educational Review* (Jan., 1903), has computed the total number of years spent in educational preparation beyond the secondary school for clergymen as 3.19; physicians, 4.09; lawyers, 2.95; college professors, 5.36. Perhaps, the young college teacher finds more assistance in scholarships and fellowships, readier means of adding to his income by tutoring and the like. At any rate, once a position obtained, he is better paid than the young parson, and in an immediately safer harbor than the briefless lawyer or the doctor without patients. The instructor's patients come with the job; his income, such as it is, is assured; in some places, he gets good rooms on the virtual sinecure of proctoring, and cheap, good board at the university commons. He has to work hard; but his medical and legal friends are working pretty hard, too—to get work. He has his long summer vacation, and his several winter holidays. Of course, he works during a considerable part of them, but not so continuously as most young men, even many well-to-do ones. And he can change his work, which they can't. If the instructor would progress he must travel, and Miss Pope's figures show clearly that he cannot possibly afford to travel. But he does travel. Frankly, it is a mystery to me how he does; but he does. He is, for his years, the most widely traveled member of the community. Even graduate students, squeezing along on scholarships and a little outside work, find a way. One such came to me only the other day with a dolorous tale of probably having to give up his degree for lack of funds. After some talk and figuring between us, he cheered up and said he guessed he could make it out somehow, and in that case, he added, casually, "I guess, too, I'll run over to Germany this summer." He was in Germany all last summer. Can the professor achieve the impossible this way? "The professor," remarks Bliss Perry (*Scrib. Mag.* October, 1907), "sees light-hearted tutors sail for Europe every summer, but as for himself he decides annually that it will be wiser to wait just one year more."

The instructor is not burdened by responsibility. Not to speak of outside responsibilities, he has little or none in the way of administration. President Andrews is so impressed with the blessedness of this administrative irresponsibility, that he urges it upon professors also. "If American faculties," he



says (*Educ. Rev.*, Mar., 1906), "are ever to compete with the best German ones in amount and quality of literary output, they must, like earnest saints, lay aside every weight"—meaning weight of administration. In view of the fact that "the best German" faculties bear the whole weight, apart from the budget, of their university administration, and besides—to judge from what Professor Brandl recently told me—attend to all manner of clerical details down to having books bound for the university library, President Andrews might better have dropped his "Germans" and stuck to his "saints." But the instructor is in that state of immune blessedness. He has found, like Wolsey, the blessedness of being little. And he has another blessedness still, the best of all—Youth.

If he marries? Ah, well; then may he indeed cry out with Portia—"Scant this excess, I feel too much that blessing!" But is he, for the time being, less able to support a wife than are his age-fellows in other professions? I believe it to be a fact that, as a rule, he marries before they do. An income assured, though small; a stay-at-home habit of life; a less absorbing, and consoling, contact with men; perhaps a something temperamental—a something of the Parsifal maybe, of a sweet simplicity or "Pure fool"-ishness—spurs young Academicus to rush in where young Practicus fears to tread.

No; not the near future, but the far future of the academic profession it is, I think, that daunts able young men. "The young man's thoughts are long, long thoughts." His imagination looks not to the threshold, but to the throne—or more prosaically, to the professional chair. He does not, the right sort of him does not, covet an "easy chair," such as Cambridge fellows used to lounge in in Gray's time. I doubt if his imagination warms at that ultimate "invalid's chair," in which, a pensioned supernumerary, he may look to doze away his declining days. President Pritchett, I must own, thinks differently. He urges (*Educ. Rev.*, June, 1906), that the "disadvantages which attach to the calling of the teacher by reason of small salaries must be offset by a removal of the uncertainty of provision for old age and disabilities, if strong and ambitious men are to be drawn in sufficient numbers to that profession." He is at pains to protest that the Carnegie pension is not a "charity." The individual professor does not ask for it, his college asks for him. There is a distinction there; let us call the pen-

sion a "charity-once-removed." I do not pretend to be a "strong and ambitious man," but if I were, I think I should still rather enter a profession where I might arrange for my own old age and disabilities. On the pension basis, the academic race is one where the stakes are to be equally divided between the winner and those who "also ran." Will that kind of race attract the man-who-wins? Moreover, it is questionable how, as someone has recently put it (G. J. P., *Nation*, May 18, 1905)—how a pension hereafter is going "to pay the grocer now." But, we are told again, professors have no idea of business; it is a kindness to safeguard them by trusteeing their incomes; that is what a pension really is. In some colleges, salaries are actually discounted to form an involuntary insurance-fund. The professor, in others words, is put on the plane of financial irresponsibility legally occupied, I believe, by women, infants and idiots—with great injustice to women! What an inducement to "strong and ambitious" young men! From this last viewpoint, their future chairs suggest those with long legs and protecting trays usually provided for nurseries.

Trustees for our personal financial responsibility; trustees for our collective administrative responsibility; help at the beginning in scholarships and fellowships; help at the end in pensions; in the middle need of help—and our Presidents (most of whom, professors once, know the need but too well), appealing to the generous public for this help; the academic career, then, a long limp between two crutches—will "strong and ambitious" young men want it?

And the generous public—what may it say to the appeal of our Presidents? It reads in President Butler's report (1906) that Columbia professors in 1876 were adequately paid; but that "This very satisfactory scale of compensation for professors was not, however, maintained for more than a few years." Then "began the rapid expansion of the college into a university, and the resources of the corporation were far from sufficient to permit the payment of this compensation to the large number of new professors who were from time to time appointed." And the great noteworthy expansion of the university, which had been brought about by the labors of the university teachers, has also been brought about at their expense. "Well the public may reply—I don't, being one of the "new professors" aforesaid!—but the public may reply:



"You university teachers have been expanding beyond your incomes, you have been speculating on a margin; and now that your stock hasn't gone up as you expected, you ask us to cover your margin—why?" We teachers have our rejoinder. "We did not do the speculating; it was done for us. Administration is not our job." Might the American public retort: "Then why don't you, as Americans, demand back your prosperity of 1876 on the principle of 1776? You have been taxed for what has happened; shall you admit taxation without representation?"

This is very crude reasoning on the part of my supposed American public. We wouldn't, if we could, go back to the college of 1876 even for the salaries of 1876. Too many of our own academic heads would have to be cut off, for one thing. And what of our beautiful buildings, of which, for all our grumbling, we are so proud? I am even sometimes disquieted by a doubt whether if the generous public were to give us more money, we should necessarily become as a body more efficient—or at least as efficient as university men as a body ought to be. Intellectual efficiency is a function of brain; wherefore I would cry with Meredith—"More brain, O Lord, more brain!" The "strong and ambitious man, the man of brain, is not appealed to by any promise of immunity from responsibility, individual or collective. Strength courts responsibility, and thrives on it, and the responsibility behind which strength is, makes good. Hold out to young men something to fight for—a big income, a dignified position—and you will get the "strong and ambitious men;" hold out to young men a consolation prize for failure, failure through old age or disabilities—and you will attract faint and timid souls. I am aware that we have to do with scholars, and that there is this truth, after all, in President Andrew's notion, that scholars who would be only scholars "must," like earnest saints, lay aside every weight." But we have to do not with scholars only. For the scholar who is also a professor, lonely sainthood, however earnest or beautiful, cannot be the goal. He must educate men as well as minds; more than that, he must shape education itself. Let him be an "earnest saint" by all means, but not a saint who has laid aside every weight of responsibility but his own little burden of scholarship.

I believe that strong and ambitious young men would be

drawn to a faculty which has not laid aside, but resumed, its just burden of educational administration—to a faculty of whose discussions it may not be said, as Prof. Stevenson now says: "There is no reason why faculty discussions should not be aimless; decisions carry no weight except in matters wholly insignificant." (*Pop. Sci., Mo.*, Nov., 1906). This matter of compensation is not insignificant. It is not a personal stake merely, but the stake of the profession; without adequate compensation the profession dry-rots. Is not the faculty of the profession responsible for that? If so, then the faculty should declare for compensation first, for expansion,—when we can afford it. The faculty should say—we will not hold out our hats to the public; we will make the public pay higher tuition-fees. We are giving more, and charging less than we used to, the lower value of money remembered. If we get fewer students, we shall need fewer professors. Better fewer students well educated—I do not mean highly educated—than more students ill educated. Better fewer professors competent than more professors incompetent. Our medical schools are raising fees; our legal schools have few professors; yet in efficiency, through adequate compensation, both outrank our colleges. Finally, the faculty should say—efficiency springs from competition; therefore we will make our highest chairs highly paid chairs, but hard to reach, hard to stay in. We will give strong and ambitious young men to know that there is room and sunshine at our top; and they will feed our roots, even if the conditions there be still a little dark and knotty. Fed with strength at the roots, the academic body will grow tall and strong.

If the faculty said these things, said anything with conviction, it could enforce its convictions. The public would back it, if need were. Its prerogative in decisions which concern itself has not been usurped, but abdicated.

I believe, with some others, that the question of compensation waits upon the resumption of its abdicated responsibility by the American college faculty, the *facultas*, or rightfully sovereign power in the educational domain.

## THE COMPENSATION OF COLLEGE TEACHERS.

PROFESSOR EDWARD E. HALE, JR., UNION UNIVERSITY.

PROFESSOR EDWARD EVERETT HALE, JR.—*Mr. President, Ladies and Gentlemen:* I noted several things in the newspaper this morning that are of some interest; and I want to call your attention to one or two of them before I proceed to my own remarks. The first of the notes (which I read coming down in the train), has this heading: that "French Lawmakers Vote Raise," which means that the Chamber of Deputies the other day voted to increase their own salaries. On which the New York *Sun* remarks as follows: "They boost their pay in a hurry; need the money, but won't get it;" and explains that their votes do not of necessity provide the means. We may have some such views as that in mind in the consideration of this subject. We shall have little difficulty in determining the necessities of the case; but in determining the means—the actual means whereby they may be carried out—we shall have more difficulty. For myself, when I told your Executive Committee that I would write a paper on this subject I had no idea what I was doing. Contrary to their usual practice, the members of that committee did not invite in this case an expert. I am not remarkable among college teachers for my knowledge of our topic, and I have no special attainments in this field. I am not a statistician, for instance, or an economist, to be practiced in considering such matters; nor have I any connection with college administration, as though I were a Trustee, or a President, or a Treasurer. I know only on this subject what any one of you may know, what every one of you, I have no doubt, does know. I know, perhaps, a little more now than I did when I began my considerations; but that, I think, is all that I need to say in recommending myself to your attention.

It is unnecessary, I believe, then, for me to say that I have made no exhaustive inquiry into the facts of the case. A real investigation of all the facts would be far beyond my power; and a partial investigation would merely be one of a number which must be superseded when this subject is dealt with by a competent authority. A real investigation of the subject, of the facts in the case, by some general body, would be an excellent thing; meanwhile you will allow me, I believe, to take

one fact for granted, namely, this (which has been mentioned before, practically,): that the compensation of college professors is less than is needed for their full efficiency. Perhaps this view needs proof, but I think not. I shall certainly not try to give it.

Among other notes that I mentioned in the morning paper was one in the *New York Sun*, which takes quite a contrary view, of which a writer remarks as follows: "It is a fallacy to say the teachers" (and college teachers are spoken of)—"it is a fallacy to say that college teachers are underpaid. A good teacher is generously paid in kind. The man who handles money, and goods that are valued in money, makes money; the preacher who labors in the spiritual realm gains in the spirit; and the teacher who tills the intellectual field reaps his harvest in that field." I believe that to be the case; but I do not think that it can be used as an argument against the proposition which I start with. Mr. Carnegie, in establishing the Pension Fund, says: "I have reached the conclusion that the least rewarded of all the professions is that of the teacher in our higher educational institutions"—the least rewarded. That was the opinion of a business man who proposed to invest \$5,000,000 upon it. If it were contrary to the opinion of others who have looked into the matter we might possibly think it doubtful; but as it merely states what has long been held by almost every one who knows anything about it, we may well enough pass it till it is successfully disputed.

In Mr. Carnegie's statement is one point that does not belong to our subject; he believes that the teacher's profession is the least rewarded. We need not go into a comparison with other professions. It is enough for me to hold that it is not well rewarded. This matter was somewhat discussed a dozen or more years ago. It was wisely felt, say ten or fifteen years ago, that a number of circumstances had conspired to put the college professor, with a salary much the same as he had had for twenty-five years then, at a considerable disadvantage. It was believed at that time by many that in the reorganization and accommodation of college life in the last quarter of the nineteenth century, for instance, the professor's salary was an element that had not been considered sufficiently; but since that time—say ten years ago—the cost of living has greatly advanced. Prices have gone up, as everybody is aware; just

how much they have gone up, is unimportant. Many great industrial bodies (as, of course, we must have noted in the last month)—many great industrial bodies have made a ten per cent. raise lately in the wages of their workmen. It is not likely that the rise in prices, which has caused this raise, is less than ten per cent.; I have heard it put as high as thirty-three per cent. The point of importance is that it is considerable; and on this let me read you another note that I clipped from the paper this morning. It comes from an address delivered not long ago by the late President Spencer, of the Southern Railway.

He writes, in speaking of railroad administration, having no idea of college matters, and no consideration of them at all. I could merely read his remarks to show that we are really dealing with facts and not with some academic dream. He writes: "In regard to the management of railways, with the increase in the price of everything the carrier must buy, and with decreasing rates a point must ultimately be reached where the carrier's capacity to meet the public demand for increased facilities must be substantially impaired."

Now we do not look on decreasing rates, namely: decreasing salaries, to be sure, but we do look, as he did, upon an increase in the price of everything; and we must, therefore— even if salaries remained precisely the same—we must, therefore, look to a point where our capacity to meet the public demand must be substantially impaired.

We are, then, in a position in which it is generally agreed, I believe, that the salary of the college teacher is very low. Whether it is lower than conduces to his best efficiency may still be a question with some; but when we consider that some of the difficulties of very low salaries are, for instance, anxiety for the material support, a prospect of hasty and slighted work, a tendency to intrigue, and possible injustice, a certain commercializing standard (and these I note from one or two articles written on the subject by others—every college teacher, I think, here, knows that these are serious possibilities)—do they not hinder the efficiency? I do not name them myself; I take them from a discussion of the subject which offers also the chief danger in a state of things better than what we know now, a state of things in which a professor is well paid. There is the danger that a professor may go to sleep comfortably in such a

Utopia as a college would be with decent pay. That is the only difficulty on the other side; and that that is a perfectly real danger and a great one the whole history of university life shows. There is scarcely one of us that has not seen an example of it. It is a possible danger that a professor, if comfortably situated, may get lazy and not do his work, but it is a danger which will not, in my judgment, become generally pressing for quite a little while.

Supposing, then, that I may take all such matters for granted, let me go on to what seems really the interesting topic, namely: What are you going to do about it? I know there are many other interesting standpoints. We might take a philosophic view, or discuss the real basis of compensation or the real value of services rendered; but, as I have pointed out, those are not directions in which I have any ability; I can merely ask you to look with me at the practical standpoint, from the practical standpoint, and to ask what can the professor do about it? I might take a somewhat wider view, but I shall not at all take the view of the Trustee, who is able to vote to increase salaries.

Considering, then, the matter alone from an individual point of view, I believe that we may represent the facts of the situation at once effectively and elegantly by an equation as follows. If you like to write it down, it may perhaps render the rest of the paper clearer to you to do so.

$$\frac{C}{N} = E$$

We thus have a graphic presentation of the circumstances I have in mind. C, you will readily guess, means Compensation; E, it is not hard to say, must be Efficiency. What will N be? Why, N is the Need of the college professor.

Now  $\frac{C}{N}$  we may state will equal E. You will at once perceive a difficulty of our presentation. If C should increase in a remarkable and disproportionate manner, beyond all comparison with N; then shall I imagine that E is also to increase? Would not the professor, then, enter that sleepy Utopia, alluded to a short time ago? Possibly he might. It would be bad if he did. I would gladly have the experiment tried. I offer myself as a subject; but I am afraid we need fear no such remarkable or disproportionate increase.



But we have another danger. A great thinker of the last century in a celebrated monograph on things in general, considered some branches of our topic. Thomas Carlyle, in *Sartor Resartus*, presents to us Professor Teufelsdröckh considering what he called the fraction of life; and what does he say about it? "The fraction of life can be increased in value not so much by increasing your numerator as by decreasing your denominator. Then," he cries, "make thy claim of wages as zero; for unless my algebra deceive me, unity itself divided by zero will give infinity."

Here, also, we may readily be led to error by the too limited consideration of our problem. In following it out, we might readily get to such a point that, as a learned writer remarks on this subject: "Compulsory plain living may produce a race of professors incapable of high thinking."

Avoiding, then, such extravagances, let us think of the general; let us consider our ratio of efficiency. Let us, in other words, see what may sensibly be done, either by increasing the numerator or decreasing the denominator; either in increasing the professor's salary or decreasing his needs.

What means are offered? I suggest a number that seem to me practical. Most of them, I add, seem to me ridiculous. Some of them are so. But all have been thought of seriously or put in practice.

First, one means of increasing the numerator is for alumni or other persons to give the Trustees of any institution certain sums for the special purpose of increasing the salary list. This was done some years ago by a prominent and distinguished graduate of one of the smaller New England colleges, and is being done now, I believe, by more general subscription among the graduates of Harvard. I have no doubt there are other institutions with which I am not familiar, with other circumstances with which I am not familiar. What shall we say of such efforts? Certainly we shall say, first, that they are inspired by the finest of feeling. I should welcome an increase of salary, of course, like anybody else; but I should like, I think, perhaps best of all, an increase coming from an old graduate or graduates. To have a fellow say to one, on graduating: "Professor, I got a lot of good out of you," is one of the rewards of the college professor. More would it be, I can fancy, for a graduate of some years' standing to say: "I

remember you and your work so vividly that I want to make more return now than I could at that time." Still, in spite of all this, I cannot say that I think this is the best solution of the subject, even though it be an attractive one, and even though it were generally followed. It looks a little too much like making a benefice out of what should be a right. To tide over a serious time it is doubtless well, but cannot, I think, be a permanent solution.

Now, what next? Next I offer a suggestion which can not be put in dignified words. It is that one should bully or cajole president and trustees until his salary is raised. Now, under this head, come first all the agitation and intrigues which are too great a possibility in a university, as elsewhere doubtless where salaries are very small. I shall not say anything about it. Some of you may not think it is a danger; but my experience of university and college life leads me to believe that it is a danger—a danger that easily arises from the conception that the salary list is to some degree within the control of the trustees. It may here be noted that this particular view is correct; the salary list is a part of the budget and may be raised or lowered as the finance committee may see fit. As a rule, the understanding is diffused that professors' salaries are just as high as they possibly can be. Professors really do not know much with exactness of the financial affairs of the colleges to which they belong; but it is most probable that the trustees of most colleges consider the professor's salary as definitely fixed until something like a cataclysm shall come to change it. It is observed in some statistics on the subject published not long ago in the *Popular Science Monthly* of the salaries at one of the State institutions of the West that the income of that institution had doubled in the last seven years, and the average salary had increased ten per cent. Doubtless the remainder of the increase was spent on very worthy objects; but it appears plain that unless there were definite restrictions on the increase of income, the trustees *might* have doubled the average salary had they seen fit. They probably did not consider it needful, and it surely was not from their standpoint, supposing they could hold their professors, or get others equally good without doing so. A professor asleep in that Utopia we heard of is not nearly so stirring a sight at Commencement as a new gymnasium.

Thirdly, it may frequently have occurred to some of those



present to endeavor to influence salaries by the formation of a trades union. The absurdity of this plan is not quite so great as it appears to most of you. Other learned bodies (by whom I mean societies of doctors and lawyers)—other learned bodies have followed some such steps. The joining together of doctors for the purpose of regulating the fees for their professional services is not, I think, unknown. I have never heard of a trades union of college professors. I have heard of what seems to be an attempt in that direction, when an invitation was sent out to all members of a respectable professional organization to boycott a certain institution by refusing to accept positions there. That notes a possibility. Whether it be an adequate possibility is for those who will discuss this question to determine.

Another recourse for the professor, and the most obvious one, and the one put in practice very frequently at the present time, is to do outside work. It would seem that this is a very good solution of the difficulty. "A professor is paid," one may hear it said, "for eight months' work; and during those eight months he does not do more than three or four hours a day." There are many professors who do much more and many who do much less; but if we take twelve recitation hours a week, and suppose a man would take an hour in preparation for a week's work, we shall hit a good many cases. This work does not all come at convenient times; but it may mostly be arranged at the desire of the professor. Counting the summer vacation, then, the professor has about twice as much time at his control as he has to give to college work, and, supposing him to be paid at the same rate, the salary may be practically three times what it appears on the college books, making a sum total that he can live on very comfortably.

We have all heard or made calculations like that; and we know, of course, that they are somewhat misleading. The professor never has so much time at his disposal; and even if he did, he could rarely find any work which is even as well paid as college work. Some men, especially in branches that have technical applications, can do so; but most cannot. However low the college salary may be, it is munificent compared with literary hack work, so far as I am acquainted with that useful stopgap; but whether it be remunerative or no, the whole idea of outside work is, to my mind, on principle, false. I have

done a great deal of it myself, and I am afraid it would have been better if I could have avoided it. It is well enough for a college man to publish a book or two, or something of that sort; but, with reference to college, we may say (I think you will agree with me), that in most colleges the professor will find ample and useful occupation for his time, even beyond his college work, in taking an interest in college study and college life, and also (here I am not speaking humorously)—also, in cultivating a leisurely frame of mind in which he can think of interesting things. This last occupation may seem amusing; but the leisurely professor is, other things being equal, much better for the college than the professor who is always on the rush. He has time to think of his work and of the fellows for whom he works; he has time to consider the necessities of the college; he has time he can make his own, he has time to make the college the center of social life. If he keep his nose to the grindstone he has no time for these excellent things.

The next suggestion that I make is that a college professor should increase his salary by speculating in stocks. This seems to you a very strange solution, doubtless; and I have merely mentioned it because it seems to be a practical one. Not that I speculate myself; but I receive by mail a great many invitations to do so. I receive a good many invitations to invest my savings in enterprises recommended by one or another firm of brokers of whom I never hear otherwise. As there is no personal reason why I should get such things more than anybody else, I suppose it is because the people who want to advertise their speculations consider college professors to be fair game. It shows to what a pass our conditions have come that I should be allowed to mention this matter at all. It surely is too much of a temptation.

The last possibility that I mention is that the college professor should marry a rich wife. It would seem to be greatly to their peace of mind and to the advantages of the institution with which they are connected. It might even be made a matter of regulation. It is not so absurd an idea as it seems to some of you. In the German army, as I used to be informed, an officer was not allowed to marry a lady with less than a certain income. This matter is not so different. The class of the college professor is a species of aristocracy that only needs money to be highly respected. Now, what better than that the

wife of a man of learning should haply be able to relieve him of bothers and worries, to give him time for his learned labors, to give him books and opportunities for scholastic research, to give him that social standing, which is such a great help to his work! I shall certainly interpose no objection. If I did, doubtless the learned works now produced in the leisure hours of well-married professors would rise up in the mind of every one to refute my sophistry.

Now let us look at the other side of the question. We have been considering the agreeable matter of increasing the professor's compensation; now let us turn very shortly to the doleful task of limiting his needs. How decrease the denominator? What do we find? It is an enthusiastic Teufelsdröckh that cries: "Make thy claim of wages at zero; then thou hast the world under thy feet." But in a financial sense, to make one's claim of wages zero would tend to make one's wages zero; and that, in a general way, would not result in putting the world under one's feet, but rather in putting one under the feet of the world, or at least under that part of it that walks in cemeteries. We cannot well make our claim of wages zero without acknowledging that we need as professors only what may chance to come in our way. Now that is not usual—making our claim for wages just accord with our need. Consider that latter. And here we want first, to consider different means actually in operation for decreasing the needs of a college professor; and of these the most important in my mind is the old age pension, which has already been discussed.

A pension after service is really a present help; although I think one of the preceding speakers held a different view—that it relieves one of the necessities of saving anything for the future. It is possible that being relieved of the necessity of saving will not be much of an economy to many professors. It will not be economy to those who do not save anything. Still, if a man saves nothing or (what is something of the same kind), keep no life insurance policy, yet even then the certainty of the pension is a moral asset which will be of greater or less value according as the person in question be solicitous as to the future on the one hand, or either positively or a little lukewarm on the other. Let us then put down the present step toward pensions as a step in the right direction. Just at present it may not seem wise to advocate an addition of a life insurance

provision; but I am inclined to think that a careful study of the question by experts would show that a life insurance provision would not be very much more expensive than a pension system; or (perhaps we should say, since we are now dealing with what ought to be), would be equally necessary or just. How many of us know widows of colleagues who keep student boarding houses? I have known a number and they seem to me to have had a very charming position among the students. Perhaps it is well that the life companion of one who devoted himself to the intellectual welfare of these bright young souls should continue to keep in touch with them and carry on the beautiful influence of her dear departed by that only way open to her. It may be right; but how many widows of college professors would obey the impulse if they could help it? Life insurance, I should say, is probably quite as right and just as the old age pension.

But we come now practically from those more external means—we come to those within the actual control of the present professor; and of these the most obvious is that he should limit his desires. Now on this subject I have very little to say. I have endeavored to accomplish the end myself with very little success. I have found that, in spite of my most earnest efforts, my desires soared far beyond my possibilities; and, further, I have considered, with a view to my own availability in the university, that it was decidedly best that they should do so; so I get into this difficult position here: that if I recommend really that the professor shall control—shall limit—his desires, I advise something which is not for the best advantage of the college in which the professor may be. I shall leave the matter to your consideration and pass rapidly to the third point, which is that without limiting one's desires one should curtail one's expenses. Now this is evidently a question that you all have thought on, too. It is a question on which my wife ought to be heard, rather than myself; and therefore I shall not go further in discussing it. I shall merely offer it to you in my survey of the conditions and pass rapidly to the next subject, which I shall treat in a still more wholesale manner.

The next means is to have a small family. I consider that a very grim solution. I think it enough and more than enough to suggest it; and so I pass to my last consideration. The last consideration which had to do with raising the numer-

ator was to marry a rich wife. The last consideration on the list in decreasing the denominator is—I regret to say—to have no wife at all. This proposition is by no means so absurd as some of those which I have already mentioned. It is well known that it was a universal condition, or pretty nearly so, in the teaching body of universities for a long time—at least for a great part of it. It is the condition of the present day with a great part of one of the professions that may readily enough be compared with the teaching profession, namely: the clerical. There is no doubt that a celibate teaching force has certain advantages. I am not fully prepared with the facts; but I believe this view of life is generally preferred by the ladies who go into the teaching profession. Not that any of them have wives; but, as a rule, they have no husbands. I have never gone over the question with any of them so as to be able to present their views. The plan is not, as a rule, received with favor by my sex. Almost all college professors whom I know are married. They seem to think, as a rule, that it is well that they should be so. I agree with them entirely.

So, then, I have run over the matter (and I see I have already exceeded the time which is allowed to me)—I have run over shortly some of the means whereby we may more readily increase our ratio of efficiency. You have seen how the compensation of the college professor may be increased and you have seen how his needs may be limited. Which of the propositions, my friends, seems most satisfactory? To me they all seem equally unsatisfactory; and I am therefore led to believe that with whatever means we have at hand for action ourselves under present circumstances, the efficiency of our colleges is very seriously impaired, and that is the main note which I would like to leave in your minds—that under present circumstances the efficiency of our college professors is seriously impaired. It is far too late, at the end of a meeting like this—far too late to endeavor to make any real and practical suggestion. My own idea runs rather in this line—that the professor's salary ought to be considered in a somewhat more commercial or economic manner than is currently the case. Trustees and those who have at their disposal the funds of an institution must of necessity consider economic and commercial conditions in a great number of their expenditures. It would seem to me that in this, also, they should take something

more of the same view than has been customary. By no means would I entirely commercialize the question. We all know that there is a grain of sentiment that runs through the college professor's life; it is an extremely valuable thing. By no means would I advocate any plan which should leave out that particular asset that the college has in the devotion of its professional staff; still, even admitting all that, they will be viewing the question in a little more definitely economic and commercial light. We ought to consider what is necessary to get really the best professional service. That question is often not enough thought of. We too often are satisfied with the professional service we can get, without considering whether it be the best the circumstances allow.

#### GENERAL DISCUSSION.

PROFESSOR WILLIAM A. LAMBERTON, UNIVERSITY OF PENNSYLVANIA.—*Mr. President:* I don't propose to discuss the subject; but in the light particularly of Dr. Hale's last remark I wish simply to tell a story which I have from the best of all sources, which is from the financial side—from the trustee side. The story is this:

There was a professor with whom I was very well acquainted, who was an exceedingly able man, but who had been kept on—I don't know what the figure was—but what was really, all things considered, a miserable pittance. The time came when circumstances were such that he felt he could present his case effectively to the financial authorities who were over him, and he did so; and the story came to me, not from him, but from the member of the committee of the Board of Trustees who had charge of the negotiations. That member of the committee, an experienced business man himself, spoke to me even gleefully in his admiration for the stand taken by this professor and for the method in which he pushed his claim.

He came before them and he said (as I was told): "Gentlemen, the pay I am getting is insufficient. I must have more pay or I leave you. I must have pay such as will enable me to subscribe for all the journals published in this country and abroad connected with my subject, in order that I may be abreast of the subject at all times. I must have such pay as will enable me to pay my yearly dues as a member of all the



learned bodies connected with my own special subject, both here and in Europe. I must have such pay as will enable me to live in a part of the city which is as respectable and as highly regarded from a social point of view as that which is occupied by any member of the Board of Trustees. In short, gentlemen, you must pay me a gentleman's salary; for you expect me to be a gentleman as well as a professor;" and he got it.

What particularly struck me was the admiration—even (as I said before) the glee—with which that business man, who was a member of the committee, spoke of the attitude of this professor. He said: "It was splendid. You would have thought he was a business man."

PRESIDENT THOMAS FELL, ST. JOHN'S COLLEGE, ANNAPOLIS, MARYLAND.—Some short time ago I received a collated list of salaries paid to professors and also to presidents of colleges, which is very much in harmony with the one presented to us by President Moffat.

I have also listened with very great interest and admiration to the papers read by the professors who succeeded him.

There is only one result to be gathered from their consensus of opinion, and that is that the general compensation of professors is inadequate to the services they render.

So far we have confined our discussion to the question of the necessity for an increase in the salaries of professors, but, judging from the list of which I spoke, college presidents are by no means an overpaid class and might also receive some consideration in the same relation.

Now the practical question comes, How is the present rate of compensation to be raised?

There is a disposition sometimes on the part of a college faculty to regard the president as not always working for their interest before the Board of Trustees, and I must admit that he occupies a difficult position, as this matter of increased salaries is continually referred to him for adjustment by his colleagues in the faculty. It has been said here to-day that the president of a college likes to see a college expand and frequently presses forward the material progress of an institution to the detriment of the monetary interests of the faculty. Mention has also been made of a college or university in the West

which had recently doubled its income, whereas the salaries of the professors had advanced only ten per cent.

It should, however, be remembered that members of a faculty like to be associated with a progressive institution, and that an increased income does not necessarily mean that the whole of that increase can be distributed among the pre-existing faculty; for, if it has come from a larger number of students, then necessarily a larger faculty is required who have to be paid in addition to the others.

Again, when the executive represents to a Board of Trustees that salaries should be increased, the board is apt to take a commercial view of the situation. They say: All our surplus money is needed for this, or for that improvement to the buildings or equipment. These gentlemen are paid salaries which they have agreed to accept; we have engaged them for such and such terms. Are any of them determined to resign if their request for increased salary is not granted? The answer may probably be "no." The board then makes a polite reply to the request and regrets its inability to comply with it.

This is the point where a practical solution of our question may be found, and is in harmony with Professor Hale's suggestion. The members of a faculty should, as a body, come to an understanding as to a minimum at which they are willing to work, and it could then be made evident to the Board of Trustees that the places could not be supplied at a lower rate than the one demanded. But, as Dr. Lamberton suggests, if only one professor presents himself and states positively, "If you do not increase my salary I resign," the question is apt to arise, "Can we replace him? If we can get another man to do his work equally well, we must let him go."

In spite of all that has been said by Professor Fletcher, that strong, ambitious young men do not seek teaching as a profession, we must recognize this, that there never yet has been any dearth of applicants for positions when they became vacant.



## SECOND SESSION

Friday, November 30th, 1906.

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### GENERAL TOPIC: THE SECONDARY SCHOOL AND THE COLLEGE.

#### *(a) Should College Entrance Requirements Be Reduced in Quantity?*

PRINCIPAL JOHN G. WIGHT, WADLEIGH HIGH SCHOOL, NEW  
YORK CITY.

For an admirable discussion of the question—"Should the College Entrance Requirements be Reduced in Quantity?"—all who are interested in the subject are referred to a pamphlet, issued a year ago by a member of the Schoolmasters' Association of New York and Vicinity. The paper, while not claiming to be the last word on the unreasonableness of present college entrance requirements, presents the issues involved with such clearness and completeness, that it must set pedagogues a-thinking, even if it fails to produce conviction. It is not necessary for me, in the circumstances, to reproduce in detail the statistical facts so fully and fairly set forth in that paper, such as relate to points, recitation periods, number of subjects, and the particulars of varying requirements demanded by the higher institutions. My aim, rather, will be to consider certain general phases of the question as viewed by members of the teaching profession, by those especially whose relations with the subject are close and vital; also to weigh the pros and cons and ascertain, so far as possible, a resultant, if not a consensus, of opinion.

To prevent any misapprehension as to what the question under discussion means, it should be stated at the outset, that reduction in quantity does not imply less expenditure of time in the secondary school course, but that with existing circumstances the same amount of time as at present shall be employed, but that it shall be devoted to a less extended field, with the hope of thereby giving sounder scholarship than what is now

obtained. It means, in other words, concentrated effort for the same time upon a smaller amount of subject matter. It is a question of how much pupils can digest, not of how much they can be made to swallow. It is obvious that the pressure under which the student would work in the case of a sensible reduction of quantity would be less than it is now. The greater the variety and content of subject matter studied, the greater will be the mental strain, even though the time expended be in both cases the same, and though, in a certain sense, the same amount of mental effort appear to be made. For example, if a year were given to the study of three books of Cæsar instead of four, and the same apparent effort were expended in the one case as in the other, yet the actual mental exhaustion would be less in the former case than in the latter. This point could be even better illustrated in the departments of history and mathematics.

Judging from replies received to nearly a hundred letters which were sent out somewhat indiscriminately to college presidents, college professors, and secondary school men, I find that educators are about equally divided on this question. Those who favor reduction speak generally with but little qualification, while those who take the opposite view express themselves somewhat complainingly and with many "ifs": If the conditions under which we teach were as they should be; if we were not forced to confess that our boys and girls of seventeen and eighteen know too little now; if at the present day it were not out of fashion for boys and girls to study; if foot-ball were not *the* thing; if we only had uniform examinations; if we had better equipped teachers; if our pupils could be in the hands of teachers as competent and skilful as the English and the German teachers are; if American children and youth had less freedom and fewer diversions. All these "ifs," while in point of fact their reasonableness cannot be questioned, are hardly germane to the discussion. We are not arguing as to what ought to be, and what might be if all these unfavorable conditions were changed; but we are arguing with these conditions confronting us, and with no likelihood of their immediate improvement. What the headmaster of a prominent boys' fitting school writes is significant as bearing upon these bad conditions:

"I oppose reduction," he says, "placing myself, I suppose, in the minority. American boys must do something before they

are thirteen or fourteen. The French, English, and German boy at eighteen is far in advance of ours at the same age. We do nearly as much as they do in our secondary schools, but their boys are much in advance of our boys at thirteen. At this age their boys have their memories trained; have the rudiments of the classics, are especially thorough, and have been accustomed to work. The average American boy of thirteen has done almost no hard work at all, has learned nothing thoroughly, and has no training of the memory—that faculty of the mind which a boy at that age can develop.”

To this it should be added as an important qualification, that probably more than one-half of our college students never make up their minds to go to college before they are thirteen years of age, and consequently are handicapped by this fact.

Nearly all who have expressed views favoring the negative of this question call attention to Europe's better schools and superior educational achievements, although they must see, and ought to appreciate, the insuperable obstacles we have in the way of obtaining more satisfactory results. When all things are taken into account, are we not over-sensitive about the comparison between our educational institutions and those of the leading European States? Climate, newness of country, social conditions, home life, home government, length of school day, school week, and school year—all these things are to be taken into account when such a comparison is made. To be specific on a single point, the school year in Germany has 240 actual school days, as against 190, or less, in this country. We are as yet, I believe, unwilling, even if it were possible, to adopt in toto the educational ideas and practices of Europe. We should not be alarmed if told that the university graduate of Germany enters his profession a year or two younger than the American graduate, and even though it be claimed that the more strenuous work of the foreign student makes good any lack of maturity in years, a claim that is by no means admitted. Professor Bowen took the ground, in opposition to nearly all the philosophers who have written upon the subject, that there is such a thing as an American political economy. May we not be forced to admit, that there is such a thing as an American education?

No one can be blind to the fact that the requirements for admission to college have in recent times been gradually and

quite perceptibly increasing from year to year. By the addition of new subjects and the extension of old ones, the preparatory ground to be covered to-day is at least one-quarter greater than it was twenty years ago. It does not help the situation in the least to know that the requirements as laid down in some of the college catalogues are little more than a pretense; that, by lenient marking of papers, the apparently severe requirements are rendered meaningless. We need not, however, consider these exceptional cases, but only those, the great majority, where reliable statements can be confidently looked for. The principal of an excellent high school presents the situation as follows:

"We have passed the limits of true scholarship. In 1890, in this school, no pupil had more than three daily recitations, or fifteen per week. Now, all in the junior classes have twenty-three out of a possible twenty-five per week. This change has been brought about by the more exacting demands in English, mathematics, and history. These increased exactions have lowered the standard of scholarship. They set the pace for the few in the class who are best. The majority soon become satisfied with low attainments. We are drifting away from scholarly ideals."

Some one has estimated, and with reasonable fairness, that the addition of problems and originals demanded in some instances increases the geometry requirement fifty per cent. College instructors in English are, perhaps, the most insatiable, when the wants of their department are in question. However willing they may be that a reduction should be made in some preparatory department other than their own, almost invariably they would have the English requirement even more inclusive than it is at present, and, with no loss of thoroughness. Their reasons, though varied, are generally unqualified. One demands an increase in composition writing and would have more constant essay drill. He would, however, rule out of the reading list Burke, Browning, and Pope, and would substitute less ponderous works. An eminent English instructor in one of our great universities, in expressing vigorously his objections to reduction, says:

"More school work, not less. I am amazed at the small amount of reading possessed by boys entering college. I believe that reduction in quantity would inevitably result in less efficient, rather than more efficient, work."

Edward Everett Hale, as an omnivorous devourer of books, would, no odubt, meet this professor's approval. Hale used to read on an average, while in college, ninety novels a year.

It is quite generally the impression that the preparatory schools are doing too much work that used to be done by the colleges, and that might better be done by the colleges today. This is chiefly due to the attitude of the college professor. As the scope of his department has no difficulties for him, he is quite unable to put himself in the place of the young and but little disciplined secondary school student. A witty correspondent, a headmaster in a Latin school, writes, apropos of the college professor's unconscious aggressiveness, that the latter seems to soliloquize thus:

"Go to, now; I know more this year than I did last; therefore I will set a harder paper."

On what logical or biological grounds, says this correspondent, the eighteen-year-old student of this year is expected to know more than the eighteen-year-old one of last year, is not apparent. One clear-minded headmaster estimates that about ten per cent. of our students are able to do the college preparatory work as required at present, and that another ten per cent. are submerged. If he had placed the submerged at twenty per cent., he would have come nearer the mark. The somewhat handicapped, but not quite so hopeless, seventy per cent. are, however, the ones whose fate we are to consider. This same headmaster, who, by the way, is an enthusiast for Greek, would lessen the quantity of Greek required and give more attention to things incidental to the study of Greek, such as rhetoric, mythology, and history, and would in this way prepare the student's mind for better work in college. The unselfishness and candor of this man deserve commendation.

Secondary teachers themselves sometimes are ambitious to do the work of the college. In their eagerness to make their respective departments as great a success as possible, they aim at securing for their pupils too complete and too mature knowledge and information. In consequence of this tendency alone, the sum total of requirements is placed beyond a normal boy's capacity. Generally, secondary school teachers who do college preparatory work are reluctant to acknowledge that the amount required in their particular departments ought to be reduced, although regarding as too great the sum total required

from all departments. This is, of course, attributable to an almost laudable pride, and is only human.

The assertion is made by some of our distinguished educators, that all the average secondary school needs, to meet the present demands for admission to college, is better teaching, such, for instance, as may be found in the English and the German schools; that if this single improvement were realized, all other obstacles in the way of success would be inconsiderable. This claim must be regarded as without foundation. Those making it comprehend but imperfectly the American problem of education. Foreign teachers, supposedly the best of their kind, who are already employed in our schools, and who are subject to the same conditions as our own teachers are, afford no proof of the contention that better teaching is our only lack; nor is it at all likely, if our schools were in some cases exclusively in the hands of such foreign teachers, that even then conspicuously better results would be obtained than those now achieved by our own teachers. It would be interesting to see the experiment tried. If we admit, as we have good reason to do, that our teachers, on the average, are inferior in scholarship and professional training to those in England and Germany, we still maintain that in almost every large secondary school in the country there are native American teachers doing college preparatory work, who would not suffer in point of efficiency when compared with those born and educated abroad and who teach side by side with them.

If entrance requirements are to be reduced in quantity, shall it be a reduction in the number of subjects, or a contraction in the scope of particular subjects? Undoubtedly chiefly in the latter manner, but to some extent in both ways. It is surely a mistake to spread our efforts over too many solid subjects. It is better, pedagogically, to know a considerable amount of a smaller number. Moreover, too wide an election is not to be allowed; for when the student is given choice among many subjects, he is tempted to be fickle, to select the easy ones with a view to getting into college without being adequately prepared.

Complaints are made, and justly, that the present requirements demand, at some stages of the preparatory course, that too many subjects be carried along together. This is in violation of the extreme pedagogical rule of the Jesuits, that only one subject ought to be pursued at a time. While no one outside the



Jesuitical order would be likely to follow this rule, yet all must recognize in it a valuable hint, however extravagantly narrow they may regard its restriction. When too many subjects are taken at one time, scholarship is likely to be a veneer. All must deplore superficiality that comes from the scattering of power. The president of a highly respectable college writes: "The men who enter college with a thorough preparation in a few subjects make the strong men in college. Concentration is the secret of power." Some are even so unreasonable in their restriction, that they would limit the preparatory subjects to languages and mathematics, with the addition of a little geography and history.

The fear, often felt and expressed, that a reduction in quantity would not result in the implied improvement in quality, and that even less satisfactory teaching than at present would be done in consequence, presents, it is believed, the most serious objection that can be urged against the reduction of quantity in college entrance requirements. This fear is not without some show of justification. At this point in the discussion it becomes necessary for those of us who are trying to sustain the affirmative of this question, to take refuge in an "if." If the school is the right kind of a school, if its teachers are the right kind of teachers and are professionally honest, there can hardly be a doubt, from what is known of such schools, that a better quality of work, considered from a true educational point of view, would be done by the average student, if his efforts were more confined in scope than at present.\* If the school is not of the right kind, if its teachers are not professionally honest, but little good is to be expected from a reduction in the quantity of the requirements. Such a school is doomed to poor achievements, whatever prescriptions the college may impose upon it. Whether, then, the reduction insisted upon shall result in better preparation for college, is a matter resting in great measure with the secondary school teachers themselves. Although it is to some extent a repetition of what has already been said, it should in fairness be stated, that some who oppose reduction think that a large amount of subject matter covered usually carries with it a higher degree of maturity of mind, and that this somewhat makes up for inferior quality of preparation. But possible maturity, when secured at the certain price of inferior scholarship, cannot be regarded as a legitimate pedagogical aim.

A very few of the higher institutions that have an exceptional prestige, and can afford to be independent, since they have no anxiety about numbers, are arbitrary in imposing conditions for admission. The faculties of such colleges reason in this way: A high standard of requirements brings students of a high grade, those only who are capable of doing the best work. Any lowering of the standard would tend to lower the intellectual status of the student body. Again, they express with emphasis the fear already recognized in this paper, that if the amount of ground to be covered is lessened, not only will idleness be induced, but also the student will lose the needed impetus of pressure. It is hoped that but few colleges, however excellent they may be, are disposed to adopt the Confucian policy of teaching only the brightest pupils.

In this material age and this commercial country, instead of having regard for the old-time mental training, there is a tendency observable in some colleges to cater to what promises material rewards for the student. Some, imbued with this spirit, would have the requirements for admission less exacting, in order that candidates might enter college younger, at the age of sixteen instead of eighteen. If reduction in quantity of requirements aims at nothing more than this, it means the lowering of scholarship, and consequently cannot be desired. Besides, when maturity of mind and fixedness of character are taken into account, eighteen is an age none too late for entering upon the college life with its new and peculiarly trying responsibilities. Yet, if we ever come to adopt European ideas and methods in education, our students must then enter college a year or two younger than they do now.

In one particular the public high school suffers greater hardship from excessive college entrance requirements than the private fitting school. Certain subjects, sometimes in derision called "frills," but yet, to my mind, of real importance in an education, such as physical training, music, drawing, and mature study, are insisted upon in many of our high schools, and, while they have no direct influence in gaining admission to college, consume time that might otherwise be available for strengthening the preparation in the subjects that are demanded by the colleges. If these non-essentials were weighed against the greater amount of solid acquisition that would be possible without them, they would, I believe, still be thought worth retaining even in the classical course.



To offset this disadvantage which the high school experiences, the private school has difficulties peculiarly its own. It has generally a shorter school year; it has a less homogeneous body of students, and has also a less arbitrary control over them.

As experience is better and more convincing than academic discussion, it will be pardonable in me to refer briefly to the impressions made upon me as principal of three large city high schools. In the first of these, a mixed school, where Harvard set the pace for college preparation, there was a five years' classical course, in many respects distinct from the general four years' course. This additional fifth year, being a year of greater maturity in the student and following four years of rigid discipline, made it possible, not only to meet the highest demands of the colleges, but to do even more than was required by any of them. It will be readily understood that this fifth year was worth, from the point of scholarly achievement, at least fifty per cent. more than any preceding year. But such extravagance as this in the use of time is neither to be commended nor tolerated. The practice, however, is so exceptional that it is hardly to be regarded in the discussion. The consensus of opinion among teachers is more nearly unanimous in making four years the maximum period of the secondary school course than upon anything else. This same school would, I am convinced, have found four years inadequate to meet satisfactorily the severe college entrance demands. The second institution referred to was a large high school for girls, where I had a free hand in determining the classical course to meet the pace set by Bryn Mawr. The girls taking this course were not burdened with any of the non-essentials—physical training, drawing, music, or biology. They were, moreover, picked girls, though naturally no brighter than many who were taking other courses in the school. Without attempting to defend this extreme restriction of subjects, whereby the fitting student was freed from everything superfluous, and where every class exercise and every lesson learned had direct reference to an examination for admission to college, I will only say that by this method of limiting the student's efforts to essentials, the exactions of Bryn Mawr were reasonably met in a four years' course. The last of the three schools indicated is also a large city high school for girls, having a classical course distinct from its other courses, but little more than in name, as it contains all the extras which are

included in the other courses—biology, five periods a week the first year; physical training, two periods a week for four years; drawing, two periods a week for two years; and music, one period a week for four years. These girls, carrying subjects that in many fitting schools would be considered burdensome superfluities, have to meet the exacting requirements of the Middle States and Maryland Uniform Board. Being thus handicapped by non-essentials, they meet these requirements, as might be expected, with some difficulty and complainingly. Now, which one of these three schools, it will be asked, is, so far as the college preparatory course is concerned, least objectionable? A question not readily answered. Each has, like every course of study ever promulgated, its imperfections, to remedy which would most likely necessitate other new defects. It would be difficult to find three high schools whose college preparatory curriculums differ more widely or more characteristically than these three. The curriculum of the last mentioned, though not ideal, has my preference. It is, I believe, an over-loaded curriculum, whether considered from the standpoint of scope of college requirements or of time consumed in class exercises. It would, I think, be a marked improvement, so far as both the school itself and the college requirements are concerned, if some reduction were made in both extras and strict essentials.

They waste their sympathy who, while satisfied with the present requirements so far as boys are concerned, yet would make them less exacting for girls. The history of mixed high schools, as is well known, shows that the academic honors go to the girls at least twice, where they go to the boys once. This is sufficient proof that at the high school age girls are both mentally maturer than boys, and apter scholars. Whether the more strenuous life exercised in gaining this superiority is to a dangerous degree worse for the girl than for the boy may be a question worth considering.

If it is admitted, as I think it must be, that the present college entrance requirements are pitched too high, it remains to find a remedy. Private schools with a six years' course, wherein distinctively college preparatory instruction is begun earlier and is spread over a larger period than is customary with secondary schools, have some relief not enjoyed by the large majority of schools having only a four years' course. Again, there is some force in the suggestion, that the student's secondary school

record be considered as a part of his proof of fitness for college, in this way combining, in exceptional cases, the certificate and examination systems. If the candidate's record shows power, this fact, it is claimed, might reasonably have some weight in counterbalancing any apparent loss by reduction in quantity. But even without any such counterbalance, from what has been shown, the most obvious remedy for excess must be a reduction, not necessarily in time expended, but in subject matter, with the assured hope of securing, by this means, sounder scholarship. Fortunately, we have a far-reaching judgment as to what should constitute a preparatory course for college in the syllabuses and question papers issued each year by the Middle States and Maryland Uniform Board. To the minds of many principals, headmasters, and other secondary school teachers, the requirements of this Board are somewhat too severe. To be specific, what seems a fair criticism on the papers set by this Board is, that too much is demanded in ancient history, which is made to encroach upon mediæval ground. Their questions in this subject at times also demand maturity of mind beyond that expected of school boys and girls. From elementary algebra progression, proportion, variables, and logarithms might reasonably be excluded. The requirements in geometry should be disburdened of a considerable amount of problems and originals. The mathematical side of physics should be made lighter. It may well be questioned if Burke and Milton are proper subjects for secondary school pupils. From a candid survey of the question as I have tried to present it, there seem to my mind to be sound reasons for the colleges, not only to call a halt in the tendency to increase the difficulties of gaining admittance to them, but to beat a retreat from their present too advanced position, so far as regards the amount of subject matter prescribed.

If I am charged with inconsistency, or with taking an illogical position, when I plead for a reduction in quantity of requirements for entrance to college, while at the same time I advocate the inclusion of extras that tend to make the preparatory course congested, I can only say in justification that secondary education is something more than mere preparation to pass the ordeal for admission to college. Moreover, in defense of such retention it may be claimed that the influence of these extras, especially music, drawing, and physical train-

ing, for the classical student as well as for others, has, even when scholarship is considered, a certain beneficial effect, in that they either supply humanizing diversion to relieve the monotony of more serious work, or conduce to the first essential of wholesome study, the keeping of a sound mind in a sound body.

(b) THE ENCROACHMENTS OF THE SECONDARY SCHOOLS ON THE COLLEGE CURRICULUM.

PROFESSOR LUCY M. SALMON, VASSAR COLLEGE.

The question proposed for discussion is—"The Encroachments of the Secondary School on the College Curriculum." The statement thus made assumes that there is one clearly defined field of work apportioned to the secondary school, and another to the college, and that the secondary school has been poaching on the preserves of the college. Yet in the light of current educational literature and discussion, it seems justifiable "to go behind the face of the returns," and to assume that the poaching has been involuntary, and that the encroachments have been forced on the secondary school by reason of the increasing demands made by the college. Both in the form stated and in the form implied there is expressed, in new guise, the traditional mutual distrust, even antagonism of secondary school and college. Notwithstanding honest efforts on both sides to come to a better understanding, there is still heard the plaint of the college that its entering students are not well prepared, and the antiphonal response of the secondary schools that the college requires too much.

If we examine the statement as made, we shall find much in current phraseology that apparently justifies its truth and leads to the belief that the secondary school has been a trespasser on the territory of the college. When the boy enters the high school, he passes through the freshman, sophomore, junior and senior classes. He pursues an elective course, and he is taught by professors who are heads of departments, while his studies are frequently denominated investigation, research, or original work. When his course is completed, he listens to a baccalaureate address, he takes part in commencement exercises, where he delivers a salutatory, a valedictory, or a less aristocratic oration, receives a diploma and becomes an

alumnus. On the social side of his high school career, he has been a member of a class organization, he has shared in class politics, taken part in class elections and paid class dues. He has joined a fraternity, written for school publications, and been on the team in athletic match games. He has his class day exercises, when he, perchance, delivers the class poem, the class oration, the class prophecy, or presides as class president, and, as an alumnus, he attends the reunions of his class at the annual alumni meetings. Yet this phraseology of the schoolboy is not to be taken too seriously—it is much like the play of children when they don the garments of their elders, and it does not, in itself, record a real encroachment on college territory, granting that the college has pre-empted a special field.

If now we seek a basis for the assumption that a line of demarcation has been clearly drawn between the territory of the college and that of the school, we shall find this basis to be "the stuff that dreams are made of." The line of demarcation lies not so much in the subject matter taken up as in the method by which this subject matter is considered. The elements of any subject, no matter how abstract it is in itself, may be brought within the comprehension of the schoolboy, and many of these elements, he himself unconsciously acquires. The study of abstract political theory is undoubtedly beyond the comprehension of the boy, but on the playground he learns to "play fair" and he develops rules of order that become in effect a code of laws. Formal psychology is beyond his ken, yet the boy studies the moods of his parents, of his teachers, of his playmates, and to this extent becomes an embryo psychologist. Through observation, the boy may learn to appreciate the difference in form, size and character of the letters in ancient inscriptions, and thus he acquires foundation for a knowledge of epigraphy and paleography. His observation of the growing plant and animal develops into the study of biology. Curiosity leads him into paths that end in chemistry and physics. There can be no line of cleavage between the different branches of knowledge, no separation of subjects into watertight compartments, no labeling, tagging and pigeon-holing the various studies included in the school or college curriculum; knowledge is a unit and only through unified processes can the successful pursuit of it be carried on.

If, however, we consider the statement in its implied form

and examine the encroachments on the college curriculum that the secondary school considers have been forced on it by the college, we shall find its origin in the pressure under which the secondary schools are suffering. The source of this pressure, it is a matter of tradition, almost of theological belief, to ascribe to the college. This thesis is to-day maintained by the school after apparently a scientific examination of the requirements laid down by the college, and the college is asked to relieve the school from this pressure.

Yet the question arises whether an analysis of the whole situation does not show that other influences have been at work and that these have been in large measure accountable for the pressure that is felt.

We are in the midst of profound industrial changes that are affecting our schools. Commercial and industrial warfare is taking the place of the warfare of arms, and the demand is wide spread that our schools should make for efficiency. "Let us cease to boast of our culture," recently said the Mayor of Boston, "and let us rather boast of our commercial prosperity." To this commercial prosperity there is the demand that our schools should minister.

Again, the decline of the apprenticeship system has led to the introduction of the trade school, and, in part, to the introduction of manual training into the public schools. The change in household employments has led to the demand that cooking, sewing and other household occupations should be taught in the schools. Even the changing relationship of the pupil to the school is indicated in the frequent use of the word "strike" to describe a rebellious school, while a corresponding change in the relation of the teacher to the community is shown in the formation of trade unions among the teachers of the public schools. The school at every turn reflects these great contemporaneous, industrial changes.

Equally profound social changes have transformed the boy who used to do "the chores" about the house into the employee, while the boy himself goes to the gymnasium for his exercise. The girl who used to help about the house is supplanted by the extra maid, while the girl herself plays tennis or goes to dancing school. The age of social activity is pressing downwards, and while the young man and the young woman do not technically enter society until several years later than was formerly the



case, social activities, in reality, begin earlier and the social demands made on the high school pupil are far from inconsiderable.

A similar transformation in theological ideas and in ecclesiastical convention, as witnessed in the decline of the Puritan influence, has resulted in a growing interest in all forms of dramatic representation, and amateur theatricals within the school and the professional stage without the school are magnets of tremendous force that draw the energies of the growing boy away from school work. The theatre, three times a week, and even the weekly matinee is a serious interference with normal mental and physical growth.

Moreover, the trend of church activities is shifting some of the responsibilities of church organizations from the shoulders of the old, and efforts are constantly made to enlist the co-operation of the young through the formation of various leagues and societies, and thus the school finds a rival, not in religion, which must ever be the warmest of allies, but in our elaborate church organization.

The school finds another formidable rival in the wide spread interest in athletic contests. Professional athletics have influenced the colleges, and the influence of the college has projected itself into the school. With this influence the educational activities of the school must compete. Every secondary school has its team for every branch of athletics, and match games are the important events of the week and the year.

Even more pernicious in its influence has been the mushroom growth of the school fraternities. The fight against them on the part of school authorities has been most resolute, but it has not always availed. Time, interest, energy and money that should have been given to positive educational work, have been wasted in this unnecessary struggle.

Even in its own legitimate work the school suffers from competition and from lack of co-operation on the part of the home. The enormous strides made by invention have brought to our doors the daily paper, the co-operative club magazine, the circulating library book, and these have driven out from the household Scott, Dickens, and Thackeray, Parkman, Motley, and Prescott, Holmes, Whittier and Longfellow, and the literary heroes of a generation since. The scientific historian has demolished the biographers of an earlier day, but no con-



structive historian has arisen to fill the void left by the disappearance of Abbott's Darius and Xerxes, Hannibal and Julius Caesar, Alfred the Great and Henry VIII. This means that acquaintance with much of pure literature and with historical literature must be made through the school, whereas it was formerly gained in the home. In default of genuinely interesting historical biography, the school must not only attempt to supply the lack, but it must wage active warfare against pernicious reading.

A counterpart of this condition is found in the vacuity in home life that too often prevails. The progress of invention, and the introduction of the factory system have transferred from the household many forms of industry that formerly were carried on there. Charity has become a distinct occupation, under the care of professional experts, and even the church sewing society is disappearing. The vacuum thus left through the changes in household occupations has been filled by time-consuming diversions. The members of a household are busy until far into the night, but often do not work at all. The school must contend against the home with its interests centered in the bargain counter, bridge whist, afternoon teas, church suppers, charity balls, and the ceaseless round of society calls. As long as society demands that this shall practically be the limit of the outside activities of the home, just so long must the school encounter in its work the benumbing influence of unproductive, unfruitful occupation. This lack of controlling positive interests in home life may not be greater than formerly, it may even be proportionately less, but its representation in the schools seems proportionately greater.

The school must, moreover, contend against defects in its own organization that, unaided, it seems powerless to remedy. Inefficient teachers are forced on the public schools through political influence as they are forced on the private schools through social influence. Uneducated teachers who hold college degrees, are found in many communities, and these, conscious of the instability of their own educational foundations attempt to cover up their deficiencies by planning lofty observation towers, as a man under average size wears a tall hat and high-heeled shoes to increase his apparent stature.

The school must contend against vicious conditions that it has inherited and that it continues to perpetuate. The system of

marks, prizes, scholarships, and all forms of material reward for progress in education are destructive of the love of education, for education's own sake, and even of the love of education for practical ends. Prize speaking, school exhibitions, commencement exercises, school dramatics, match games, all minister to the love of the spectacular that is the foe of honest work.

Even more than this, the secondary school must overcome the dead weight of the elementary school. In an earlier day the elementary school was often taught by the college student of a type immortalized by Whittier in *Snow Bound*. To-day, the college student ekes out his resources, if it be necessary, by stenography, typewriting, reporting, and a score of similar means. He has abandoned the elementary school, and the place he has left vacant is occupied by the young woman just out of the high school. She seeks, through the school, to improve her social position, to earn pin-money, to escape from even more laborious occupation, to tide over the interval between the high school and marriage. The college graduate finds no inducement to enter the elementary school as an occupation in itself, or as one stage in a well-rounded career as a teacher. Low salaries, arduous duties, the deadening effects of a system of superintendents, assistant superintendents, inspectors, examiners, boards of visitors, principals and various grades of over-officials, all tend to make the efficient, competent young man or young woman with high ideals and initiative, seek, for the most part, any occupation but this. The principal of one of our most important schools for training teachers of the elementary schools recently said: "Less than one-half of those in our school are of the moral and mental fibre to make even passable teachers." The young woman, who is a college graduate, finds to-day an outlet for her activities and an opportunity for initiative, not in the elementary school, but in library work, in a secretaryship, in research work, in charity organization, and in various forms of business. All of these occupations opening up to women are drawing them from teaching in all its forms, as the new developments in electricity and engineering are drawing young men from the professions of law and medicine. These are the superior counter-attractions, as the mechanical system in the elementary grades is the repellant pole, that are keeping so many of the ablest young men and young women out of the

elementary schools. The secondary school must find its hindrance to progress, not in the pressure exerted from above, but in the dead weight it must lift from below.

The school must contend against an almost complete separation of its life from the life of the community. Formerly this same separation existed between the college and the community, but college activities in manifold form have not only bridged the chasm between the college and the community, but the relationship is passing from an inorganic to an organic one. The isolation of the school in the community must ere long also pass away, but meantime the school suffers.

Does this discussion of some of the wider aspects of education, seem to have wandered from "the encroachments of the secondary school on the college curriculum?" According to the letter, Yes; but, according to the spirit, No. The things that are seen are temporal; the college, with its fixed requirements, is the tangible evidence of pressure felt by the school, a pressure felt not only by the secondary school that prepares for college, but also by the one that does not, and hence the tendency to attribute to the college all of the difficulties under which the school labors.

But back of school and college alike are unseen influences far more powerful and more subtle than are the requirements for admission laid down by the college or the requirements for graduation prescribed by boards of education. We may tell off the tale of hours with mathematical precision and thus prove beyond peradventure of a doubt that the curriculum of the school contains from three to five hours of work per week that properly belongs to the college. Yet this is not what constitutes the burden of the school. Behind the school and college alike stand the silent, invisible spectres of commercialism, competition, social ambition, the demand for industrial efficiency, the diversion of interest into other channels. These are the foes of education to be fought by school and college alike, and to be overcome only by the long pull, the strong pull, and the pull all together.

If, then, the question is asked, Are the schools working under great pressure? the answer must be an emphatic affirmative. To the second question, Have the colleges increased their requirements? the answer is also, Yes. The third question is, Could the schools meet these requirements with ease if unaf-

fectured by other influences? The answer is *me judice*, Yes. The fourth question is, Is this increase in requirements responsible for the pressure on the schools? and the answer must be, No. The fifth question follows, Are the present requirements too high? and the answer must again be No. The sixth question, and there is no other, is, Should the college entrance requirements be lowered? and again the final answer must be, No.

Wherein lies the hope of the future? It lies, first of all, in the growing co-operation among all the forces that make for educational righteousness. The school building is becoming a civic centre, and thus the school is losing its isolation and taking its place as a leader of civic and educational thought. Open day and evening, and every day in the week, all the members of the community, irrespective of age, find in it an intellectual inspiration. Antagonism and distrust must yield to mutual help and co-operation. The institutional church and the social school must be the great creative forces in every community.

Hope for the future lies in a growing clearness of vision in regard to the harmonious development of all parts of the growing child. New movements, like that of the National Guild of Play, are becoming effective agencies in substituting natural development for artificial hot-house forcing. This is but one illustration of what we see the beginnings of all about us—more normal processes of education.

Before this new movement in the direction of vitalizing, naturalizing, normalizing education, the artificial barriers that now separate school and college must go down. Any form of an examination of an individual pupil by an institution of superior grade is abnormal and interferes with the natural process of education. As no artificial barrier separates the elementary school from the secondary school, so no artificial barrier should separate the secondary school from the college. When this day arrives school and college will have taken the most important step in the direction of realizing our educational ideals.

#### GENERAL DISCUSSION.

HEADMASTER WILSON FARRAND, NEWARK ACADEMY.—I do not rise to take part in this discussion; although, after the paper that we have just listened to, I must confess that to refrain from entering into the discussion requires a degree of self-control, of which I am very proud.

I rise as a delegate from the Schoolmasters' Association of New York and Vicinity. That association last winter devoted its entire winter's work to a discussion of the question, whether college entrance requirements are too great in quantity. At the end of the winter, as a result of the discussion in the regular meetings of the association, and also in committees, it unanimously passed a series of resolutions; and the association has requested me to present these resolutions to the members of this body. The secretary has a number of copies of them; and those of you who are interested can get them from this table at the close of the meeting.

The first resolution was this: "Resolved, that in the judgment of this association, college entrance requirements are at present too great in quantity to secure the best quality of preparation."

The second resolution was intended to make the matter more specific: "Resolved, that, in the judgment of this association, fifteen points, as indicated on the attached scale, are all that may reasonably be required for admission by any college." The scale attached is that known as the Columbia scale, very nearly that adopted by the Carnegie Foundation.

Third (to make the matter still more specific and to indicate ways in which college entrance requirements have recently been increased and ways in which they may be lowered): "Resolved, that the College Entrance Examination Board be requested to revise its requirements by reducing the quantity in certain subjects. The particular modifications suggested are: (1) Elementary Algebra—the omission of the subjects beyond quadratics; (2) Plane geometry—the preparation of a syllabus containing the essential propositions" (with the emphasis on *essential*), "and the restriction of original work to exercises based upon these propositions; (3) French and German—the revision of the lists of recommended books and the reduction of the number of pages to be read; (4) History—the ending of the period of ancient history with the death of Diocletian," so that ancient history would no longer include Mohammedanism and Charlemagne.

Two other resolutions were recommended to the association, but action upon them was deferred, because it was evident that at that time unanimous action would probably not be secured. "Physics—a reduction in the amount of mathematical

work demanded; History—the restriction of questions requiring comparison and the use of judgment on the pupils' part to such as are commensurate with the maturity of secondary school students."

I present these resolutions to you as having been passed after very careful thought and consideration. The one word that I want to say in regard to them is this: the time is ripe for discussion of this question, and is ripe for action. The question is in the air. College faculties are considering the matter. The college board is facing these very problems. If the position which is indicated in these resolutions, that college entrance requirements are at present too great in quantity to secure the highest standard of work is wrong, now is the time to squelch it. If the position is right, now is the time to press it in every possible way.

DR. EDWARD H. MAGILL, NEW YORK CITY.—Without saying a word to-night (because I really hardly have a word to say upon the admirable presentation of both of these papers)—yet, as they were being presented, this one thought impressed itself most forcibly upon my mind: that is, how good a thing it was to bring those who are especially interested in the college work, and those who are interested in the preparation for that work, together. When, years ago—the Schoolmasters' Association of Philadelphia came out to Swarthmore College, and asked if they could not join our association, they were freely granted permission to do so; and I have seen, every year since, that the working of the two associations together, the one with the other, is the right way, because here we can consider all of these questions that have been brought before us, and you can see whether one side or the other should prevail, and each can answer for himself, as to the best means of producing the desired result.

That is all I have to say in these few moments that are allowed, just a thought that I wanted to express—that it is a very great satisfaction, indeed, when we look back to the earlier days, to think that these two associations have now mingled into one, and are working in the same direction and endeavoring to reconcile their positions with each other.

HEADMASTER LOUIS L. HOOPER, THE WASHINGTON SCHOOL FOR BOYS.—Harvard College has recently made a radical change in the condition under which its entrance examination



may be taken; it now allows a candidate to take his preliminaries two years before his finals, and it gives credit for each subject passed without regard to the number that are passed. These changes, if generally adopted, would prove far-reaching in their influence on the secondary schools. At to-morrow's business meeting I intend to introduce a resolution asking the colleges, which are members of the association, to adopt these requirements for their entrance examinations. As comparatively few members attend the business meeting, the secretary has suggested that I should say a word to-day in regard to this matter.

I shall take as an example the Sheffield Scientific School examinations. I do this because, while these examinations do not cover as much ground as those of some of the other colleges, still, as so many different studies are required, it is especially hard for a boy to take them in two years.

The first objection to allowing a candidate to take his preliminaries two years before his finals, is that he will not be able to continue successfully in college studies which he has thus passed; this same objection might be brought against all preliminaries, and its force cannot be denied by us of the preparatory schools. On the contrary, it is just because a boy cannot retain a subject over one year, and because it is necessary for him to take up every study on which he is to be examined in the year immediately preceding the examination, that we of the preparatory schools so strongly advocate these changes. In order to get boys prepared to take all of their examinations in two years' time, it is necessary to crowd exceedingly the last two years of the secondary school curriculum. If we follow out the suggestion of those in authority at Sheffield and require a candidate to take his French among his final subjects, we find that algebra, Latin, and English are the only studies that can be taken before the last two years.

Let us state this same fact in figures. Let us express each of the studies required for admission to Sheffield in terms of one period a week for one year, as a unit. Thus, if United States history was studied four periods a week for one year, its value would be four, while English, which is taken four periods a week during the first two years, and three during the last two, would have a total value of fourteen. Now, suppose a boy is being prepared for Sheffield in four years' time; let us divide the



studies required of him into two parts, those taken during the first two years, and those taken during the last two. In the school with which I am connected the total value of all subjects required for admission would be seventy-one; of these twenty-one units of work would be taken during the first two years; fifty during the last two.

But even this does not state the facts in their worst aspect; for, paraphrasing Lincoln's famous expression, we would not be far wrong if we said, "some boys will fail on all examinations, all boys will fail on some examinations." It is, therefore, generally necessary for a boy to take a second time, during his last year, one or more subjects in which he may have failed on his preliminaries.

It can thus be seen that of the work necessary to be done by a boy before he can pass his entrance examinations to Sheffield about three-fourths must be done during the last two years. The result is that the curriculum during these two years is so crowded that thorough work is impossible. Is it to be wondered that the schools find difficulty in preparing boys for their college examinations? It is not strange that so many boys fail, but, rather, that so many are admitted.

In closing, I would make a strong appeal to those members of the association, who, as college officers, have to do with entrance examinations. Many of us of the preparatory schools—I speak as one of the younger members of the profession—have devoted years to the study of boy problems, and to the question of preparing boys for college. We bow to your judgment when you say that you are better able, after a few hours of examination, to decide as to the advisability of admitting a boy to college, than we, who perchance may have been studying that same boy for years. We do, however, respectfully beg of you to give our boys credit for each subject, that they may pass, even if forsooth they happen to fail in other subjects, and we do ask you to give us permission to say when our boys shall be examined.

DR. JULIUS SACH, DR. SACHS'S SCHOOL, NEW YORK CITY.  
—There is one striking feature in connection with the two papers that were read to-day—not the specific points that they presented so admirably, but a general tendency to which, I think, it is worth while to pay close attention in connection with the remarks that Mr. Farrand presented afterwards.

We are getting rapidly to the point where the secondary school and its friends are beginning to feel that they have a mission in this community apart from college preparation. And it is the work of the next decade for the secondary school to determine by concerted effort what the best work within the province of those years shall be. We understand perfectly well what the college from its standpoint has hitherto assumed to be necessary for its ends. I believe that the secondary schoolmasters—those who think on these subjects most thoroughly—can perfectly reconcile those demands, especially in the matter of quality, with the preparation of a sane all-around course of study in which college examinations and preparation for college shall be an incident, and not the sole object of school work.

PROFESSOR CHARLES W. HODELL, WOMAN'S COLLEGE, BALTIMORE, MD.—I should like to say a word as having experience in both secondary and collegiate work. I taught for three years under the pressure of the college entrance examination ahead of me in my work. I know very well what it means, and I have strong sympathy, indeed, with the teacher in the secondary school. Now that I have gone on to the college and have been teaching in college for ten years, I have not changed the feeling I had in secondary experience—that the secondary curriculum has been reduced too largely in the college's opinion to a system of preparation in certain mathematically defined entrance points; that is, there must be certain elements of certain exact values required before the student can enter college.

I think there is an essential mistake here. The sixteen-point college may get sixteen points, and may find a boy who is very much more poorly educated than the fourteen-point student who has had some of the frills, spoken of by the first speaker. There is a very great deal of value in these undefined and unrecognized subjects outside of the definite, fourteen, fifteen, or sixteen points of requirement. The secondary school should be allowed a great deal of liberty in this matter. The college that pursues the policy of requiring a schedule which will exact every bit of the time of the secondary school without any free play on the part of the secondary teacher, is making a serious mistake. All secondary teachers have the opportunities of educating the boy in a great many matters, of which we cannot take cognizance; let us measure as liberally as we can, in

order that we may find, indeed, whether the boy has reached a certain maturity, not whether he has gone through exactly a certain amount of drill. I believe that our machine-made boy is breaking down, and our machine-made girl is breaking down. Our education has become a little bit too much a matter of absolute uniformity. Let us give these secondary people what they want—something of an opportunity to break down the exactitude of the machine.

MRS. MARY NICHOLS COX, CHAPPAQUA MOUNTAIN INSTITUTE.—I should like to emphasize the point Professor Salmon made, and made so clearly; because it seems to me that it is not the pressure from the college that we are unable to meet; it is not because there is too much required, neither is it because of the frills which Dr. Wight enumerated, namely: physical culture, and music, and drawing; but it is because of the tremendous social diversion, the tremendous athletic diversion and the general spirit of flippancy, which prevent our students from doing any good hard work, that we are not able to meet college requirements. If, instead of turning our guns against the requirements we could stand shoulder to shoulder against these diversions; if the executives of the preparatory schools could positively refuse to excuse boys and girls for matinees and for church socials and could set their feet down hard upon boys being allowed to take the period when they should be preparing for geometry to send an order to Spalding for the latest approved uniform for basket ball—we would not need to reduce the college entrance requirements. It seems to me that preparatory school boys and girls have gotten to a point where they don't know what sport is—where, when you tell them to go out and play for an hour and then come back and go to work, they have not a remote idea of what they are to do. Their only idea of play is to get the uniform on and practice for the next match game.

I think the social pressure—which comes more, perhaps a little more, from the girls—is another hindrance; and if we could educate parents not to send us notes repeatedly asking us to excuse boys and girls an hour earlier, or allow them to come back an hour late—if we can instill into this generation some notion of working for work's sake, and that the school and the culture of the school is more important than the society frills, or

than athletic contests, we will have done much more for the next generation than we will by getting the college entrance requirements reduced.

REV. THOMPSON H. LANDON, BORDENTOWN MILITARY INSTITUTE, BORDENTOWN, N. J.—I was thinking a moment ago when you spoke of Dr. Magill as being the father of this institution, that if he is the father I should claim to be the uncle; because it was just about the same time that we were together that this first formation was made, which afterwards joined the college presidents with the school teachers.

But that is not what I got up for. I arose with the view to making a motion—or suggesting at least—that at the next meeting we have, somebody shall be appointed who shall take in hand how we can instruct parents to keep out of the way of what we are trying to do for the boys and girls they send to be educated by us, so that they may not be a constant hindrance to us, as they often are. With requests for excuses from studies, for extensions of leave and other variations from the regular school order of one sort and another, they bother us immensely. I really believe it would be a fruitful subject for discussion at some subsequent meeting of this association—"How to Teach Parents to Mind Their Own Business, and Let Us Mind Ours."

MR. WILLIAM N. MARCY, THE MACKENZIE SCHOOL.—I want to voice a protest against lessening any of the requirements for college entrance; and I ought to say at the outset that I am an Englishman. I was educated for seven years in one of the great English schools, from twelve to nineteen; I was three years in an English university; I have taught three years in English schools and ten years in college preparatory schools in this country; therefore, in spite of my youth, I feel that perhaps it is not altogether audacious for me to say a few words.

The requirements now in vogue are, as it seems to me—not in any way excessive. The trouble seems to lie partly with the teacher and partly with the parent. In England it must be conceded that the requirements are infinitely higher; and while I am frank to confess that the hours are considerably longer, and that the school year is longer, I want to put to you that the daily work required from the boys in England is infinitely more than the daily work required from the boys in this coun-

try. What must, then, be the conclusion? Either that the American boy is mentally inferior to the English boy, or that he is physically inferior, neither of which conclusion am I willing to admit.

It is my emphatic opinion, after ten years' teaching in this country, that the American boy is mentally superior to the English boy in spite of the fact that I myself am an Englishman. With regard to his physical ability, I want to say to you that I played on my college football team, and I was one of the largest of the men. Those of you who know any of the football men of this country will see how I compare with them.

If English boys can do considerably more work than American boys, the fault lies somewhere; and I blame it partly on the teacher and partly on the parent. I am afraid that Cæsar hit teachers right when he said: "We are apt to believe that which we wish;" and no doubt the majority of us want the college requirements cut, and so we believe they ought to be cut.

I want to find fault with the parents, because, I regret to say, that the ordinary parent, if his son or daughter has two or three hours' work at night, immediately writes a frantic letter to the teacher saying "my son or daughter is overworked." I have never yet seen the healthy American boy who was overworked. I am a teacher in a boarding-school and, therefore, perhaps, have a good chance of seeing the inner life of boys. I sit in the study hall once a week with the boys at night; and I can tell you that more time is wasted in the study hall, or enough time is wasted in the study hall, to pass all the examinations in this country. Now I feel, therefore, that if we can persuade teachers to hold up a higher standard to themselves, and a higher ideal to the boys, and feel that they themselves can lead the boys to it, and if we can persuade the parents that we are not going to kill their beloved offspring—then, I believe, the present college requirements can be fulfilled.

MISS AMY RAYSON, PRINCIPAL OF THE MISSES RAYSON'S SCHOOL.—Concessions in college preparation have been made to mathematical and scientific students with regard to Latin; may not some concessions be granted in mathematics to students whose strength lies in language or literature?

At present, in several colleges and universities, the capabilities of mathematical and scientific students are carefully con-

sidered, and there are also special institutions for their training, but so far as I know, very little especial allowance is made for those whose gifts lie in the opposite direction.

Is it desirable that only students whose intellects are developed equally in all directions, or who have an especial bent towards mathematics should be received in the colleges?

At present the mathematical requirements for entrance to college (especially those of the College Entrance Examination Board, where more original work is required for a mere pass, than was the case with most of the individual colleges), make it necessary for the non-mathematical student to devote an amount of time and labor to the study of mathematics, which is quite out of proportion to the results obtained, out of proportion, that is, to the results he would obtain from the same effort expended on subjects more suited to his capabilities, as, for instance, on Latin or other languages, or on literary subjects in general.

Would it be possible instead of the present three years' course in mathematics to exact a minimum amount, which would take the average "all round" student about one-half of this time, and then to demand an equivalent for the omitted year and a half's work in mathematics, in the form of additional Latin, Greek, or some other study, which requires more purely linguistic or imaginative qualities of mind?

These remarks are made in behalf of some of the really good students, who, at present, are either *actually* excluded from the colleges, because they are incapable of ever attaining the present requirements of original work in mathematics, or, *practically*, because they cannot persuade themselves to undergo the prolonged drudgery by which alone they can reach the passing standard.

It seems now, as if we were making a distinction between those whose minds are chiefly endowed with practical qualities, and those whose powers are imaginative or literary, and that this discrimination is entirely to the advantage of the former, while the latter have had among them some of the men and women who have given the greatest pleasure to their contemporaries, and also to succeeding generations, and have raised the highest ideals.

In fact, many of the men whose names rank highest in literary achievement have been unable to do mathematics. To cite one



instance alone—the poet Gray is said to have been a master and authority in every department of human knowledge with the exception of mathematics.

PROFESSOR ARTHUR E. MEAKER, LEHIGH UNIVERSITY.—I want to ask a question of each of you; answer it yourselves. My experience is entirely in the technical school. We have found that though we ask for so and so—require so and so—for entrance, we don't get it; and we have to turn back where—where there is something; and I am wondering whether the academic courses have the same trouble. We have to turn quite a ways back of the entrance requirement, not systematically. We say we demand all of higher algebra. To be sure this is only illustrative; but we require that; so boys come up to the recitations and we begin to inquire about something in not very high algebra, and it is an unknown quantity; and we go back of that and back of that, and, as a matter of fact, we have to turn back of secondary equations, many a time. Is not this suggestive of what our requirements ought to be? Does our experience warrant us in claiming still what we do claim in our entrance requirements?

PRINCIPAL WILLIAM A. WETZEL, TRENTON HIGH SCHOOL.—I believe there is a problem before us with reference to the college entrance requirements; and I do not believe that it is wise at this time to let socials and matinees draw our attention from the main problem.

An association with which I am connected (The New Jersey High School Teachers' Association), passed a number of resolutions at its last meeting bearing on this subject. One of the things we considered, for example, was the matter of uniform requirements. Columbia College insists on two years of study to meet the elementary history requirement, whereas one year will answer for some of the other institutions of learning. Inasmuch as the two-year requirement demands a different treatment of any given chapter of history from the one-year requirement, the high school has a real problem before it in trying to prepare in the same class pupils going to different colleges.

The college entrance requirements have been enlarged. When we ask for a modification of the college entrance requirements we are not asking for something new, but for something



which we used to have. Study the requirements in advanced mathematics. It seems to me that there is a great deal required under the head of advanced algebra that ought not be required of high school students. There was a time when plane trigonometry would answer; now, you will find that spherical trigonometry has been added to the list.

I believe that we have a real live problem before us, and I believe the present is a good time to act.

I cannot believe that, as has been suggested here this afternoon, very many schools have to excuse young people for matinees and other outside entertainments during school hours. I believe there are a number of schools doing good, old-fashioned work, and that the young people are being ground pretty hard to meet the present requirements, and I believe that the work of the colleges will not suffer one iota by a requirement less in quantity, but, if you please, better in quality. There will be just as good thinking, just as good preparation for college work, and the field of higher education will not suffer by a very material modification of the college entrance requirements.

PRINCIPAL CHARLES D. LARKINS, BROOKLYN MANUAL TRAINING HIGH SCHOOL.—“If our teachers were as good as the English and German teachers are,” they say, “our pupils could be prepared for college in the time allowed.” Our teachers *are* as good as the English and German teachers are. Out of four German trained teachers that I have had under my supervision, only one was a good one; of two English teachers, one was a mighty poor one, and the other I taught to teach. “If our boys have the time for study they can be prepared for college.” They do study. They study two or three hours every night. They study hard, harder than I ever studied, and harder than you ever studied. I do not think I have heard so much nonsense in the same given length of time in five years, as I have heard here this afternoon. “If our boys and girls did not go out to the theatre; if they did not go to church; if they did not do this, that, and the other thing”—but they do do those things, and we cannot help it. They do play football; they do have fraternities; they do do this thing, that thing and the other thing. We cannot stop it; and we do not want to stop it, either. That is the fact of it. We want them to play. Heaven knows that “all work and no play makes Jack a dull boy.”

In the olden times when I was young, we had school five days and a half a week, six hours a day, and for forty weeks in the year, without holidays. Now we have from thirty-two to thirty-eight weeks, five hours a day, and five days a week. The time has been cut down; the amount of work has been tremendously increased; social and other demands are made upon our students—demands that ought to be met. The trouble is that our pupils are overworked—overworked in two ways. "They do not think any more." They do not think, because they do not have time to think. So much is demanded of them that they can no longer think. When you and I prepared for college—most of you old gray-headed fellows like myself—you got no more algebra than simultaneous quadratics; you got five books in plane geometry without a whole lot of originals; you did not have to keep a note book a yard long and two yards wide in history; you did not have to read twelve or fifteen different texts in English; and a whole lot of other things you did not have to do. The fact of it is, if we continue to cram our boys and girls as we are cramming them now, reflection will become a lost art.

PROFESSOR CHARLES DE GARMO, CORNELL UNIVERSITY.—As I have listened to the discussion it seems to me a great deal of the difficulty arises from the fact that one performer, the high school, is called upon to ride two horses at the same time, namely: prepare for the literary college and prepare for the technical school. Now that is a feat that can be accomplished by a very trained performer, but when the ordinary man tries to ride two horses at once, he is not usually successful. We are in this predicament: we have one class of schools that would like to have the high schools finish their general education before the students enter—that is, the technical colleges; we have another class of schools which do not care to have the students finish up their general education before they leave the high school; and there we are. We are between two systems. We have the continental system on the one hand for the technical schools, and we have the English system on the other for the classical schools. We feel this divergence of aim between universities and colleges; and we feel it among the departments of the universities themselves.

At Cornell University, the Arts Department would be glad to

get students at seventeen years of age who just knew a moderate amount (and knew it well), of the classics and mathematics. The technical schools, however, want men who are well qualified in their general education. They are not going to give them any more general training, yet they expect them to uphold the dignity and honor of the profession, and they want men from those schools who can appear in good society to advantage, who can participate in the discussions of learned bodies, and not use ungrammatical English, or otherwise convict themselves of being but half educated. I suspect that before we get this question settled finally we shall have to distinguish between the literary college, on the one hand, and the technical school on the other, and adjust our secondary education accordingly.

PRINCIPAL VIRGIL PRETTYMAN, HORACE MANN SCHOOL.—Secondary school men are apt to think, after working four years with their boys, after seeing them pass the preliminary and final examinations for college, that they have a certain modicum of knowledge, which will fit them for the work of the freshman year; and yet school men and college men never come together but that the school men are asked: "Why is it that boys know nothing about their mathematics, their Latin, their history, or what not in the freshman year?"

I think it is about time that question was answered, and I am hoping, in the discussion to-morrow morning, announced on the program, that that question will be definitely answered by the topic for the morning: "The Responsibility of the College for the Moral Conduct of the Student."

PRINCIPAL FRANCIS A. SOPER, OF THE BALTIMORE CITY COLLEGE.—At the Baltimore City College, we are endeavoring, through the instrumentality of a liberal elective system, to overcome the difficulties attendant upon the preparation of boys for admission to a number of institutions with different requirements for matriculation, as, for example, Johns-Hopkins, Lehigh, Cornell and other Universities. The plan of rigid courses, in general, fails to meet the wants of all the individual students unless such courses involve an excessive and inordinate amount of work. Our scheme of electives, however, permits a student to take up only the subjects required by the college or school of his choice. While, for the most part, we offer courses throughout the four years in the usual secondary school topics,

we require, for graduation, at least three years of English, two years of Mathematics, two years of Drawing, one year of History, one year of Science, and two years of some foreign language. Outside of these constants, a boy has wide latitude in the formation of his curriculum. Thus the pressure is much relieved.

I find, after an experience of five years, that the plan is working quite well from the standpoint of essential preparation for college. It must be admitted, however, that students who do not intend to enter college, in some instances, take advantage of the liberal provisions established for the elective system. The unfaithful ones follow the line of least resistance in their studies, allowing themselves abundant opportunity for theatrical, athletic and other diverting performances. These brief suggestions are made with the hope that some light may be thrown upon a difficult question.

HEADMASTER WILSON FARRAND, NEWARK ACADEMY.—We have had very forcibly presented to us this afternoon by three of the speakers a point of view in direct antagonism to the proposition that college entrance requirements are too great in quantity. Miss Salmon, Mrs. Cox and Mr. Marcy have presented to us very clearly and forcibly the fact that there are great social demands upon our students; that the parents of our pupils are not doing their full duty, and that the modern American boy (it was not said about the American girl)—that the modern American boy does not know how to work; and that, in view of those facts, college entrance requirements are not too great in quantity.

To their statement of facts, I think that many of us will say, Amen! I want to call your attention, however, to one point. This plea for a reduction in college entrance requirements is not made on the ground that the American boy and the American girl are overworked; it is not a plea to have more time for fraternities, for athletics, for social life; it is not a plea to give a softer time or an easier time to the boy or the girl; it is simply a plea for a better quality in our work.

The professor from Lehigh University asks if the pupils who enter other colleges come in as poorly prepared, knowing as little of their subjects, as into Lehigh University; and I think that we can all say that it is absolutely true; that they do not

go into college to-day with the preparation that they should have. We are trying to *train* our pupils, to prepare them in the best possible way to do their work in college; and the question simply comes to this: Are we, or are we not, forcing them to carry too many subjects at once—to spread their energies over too many subjects and to cover too much of a subject? Shall we not get better results if we cut off one or two subjects, or if we concentrate the same amount of work on a smaller quantity? I believe that we will; and that is the plea that we make. What I want to do is to force the discussion off from the ground that this plea for the reduction of college entrance requirements is a plea for an easier time for our boys and girls.

## THIRD SESSION.

Friday, November 30th, at 8 P. M.

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### PRESIDENT'S ADDRESS.

#### WHAT IS PREPARATION FOR COLLEGE?

PRINCIPAL WILLIAM W. BIRDSALL, PHILADELPHIA HIGH SCHOOL  
FOR GIRLS.

This association brings us together upon the ground of our mutual concern for a single interest. It consists of colleges and preparatory schools, and it might well be called The Society for the Promotion of the Higher Education in that territory which is outlined with definiteness and at length in our present title. We do not pretend to cover the entire ground of education, nor do we include in our membership the larger number of institutions devoted to its work. We confine ourselves to a portion of the field, not because we fail to appreciate the good work which goes on elsewhere (indeed, many of us, as individuals, and many of the institutions here represented, devote a share of their energies, in some instances far the greater share, to work which has no immediate connection with the college), but because the college fills a peculiar, and, as we see it, a vitally important place in American education and American life.

We believe in the college. We rejoice in the good work it has done and is doing, and we come together to consider how it may be able, in the future, not only to do for new generations more and better than it has done for their predecessors, but how it may bring still increasing numbers of American youth within the circle of its light and its leading.

I wish, this evening, to present some thoughts upon at least two distinct phases of this situation: First, to discuss very briefly the educational value of the typical college preparatory course, and second, to consider the place which this work holds in public high schools and schools organized on similar lines.

College preparation has been and is generally defined in terms

of work to be done. "Requirements for Admission" tell the alluring story in the entrancing pages of many a college catalog. I remember seeing the circular of a preparatory school, some years ago, which tabulated the requirements of leading colleges, in interesting variety. Names of colleges stood in dignified and peaceful column at the left, while the languages and literatures vied with mathematics, history and all the others, to stretch a row across the top. Where horizontal and vertical lines should meet, one might read, "3 Bks.," or "4 Orations," or some equally enlightening phrase, by which the aspirant for freshman honors might, with least possible labor, learn how much more Greek he must read for Harvard than for Yale, and with what minimum of mathematics he might hope to enter anywhere.

Happily for us, and largely because of the labors of this association, such an absurd showing is no longer possible. In most departments definitions are practically identical, and while a distinguished critic has found ground in this situation to stigmatize the content of these requirements as "standardized and shopworn knowledge," there will be little difference of opinion among us as to the tremendous advantage of this standardization. Possibly, the learning of our schools is "shopworn;" at least, most of it has been in stock for a considerable period. The important thing, however, is that in these shops of ours the goods are, or at least they should be, as new and fresh to every youthful customer as they were to him who first spun or wove or mined them from the unknown. At any rate, these are the tasks required to be done, before the student may aspire to the freedom of the college. The tasks are formulated with precision, they not only prescribe a certain content, or range of subject matter, but their conditions of time and manner of execution are frequently set forth with an exactness which would almost justify us in believing that it is the tasks themselves that are important, and not the effect produced upon the learner by the doing. There are college examiners like one I knew, who insist that no least steps shall be omitted. If the candidate has not read the Third Book of Caesar, then that Third Book of Caesar he must read, no matter what the quality of his work in more difficult Latin. This exactness of requirement, permitting little liberty of action on the part of the teacher, together with very great, if not too great, quantity



of required work, has led not a few among us to seriously question the superiority of the college preparatory course as in itself a means of education. If it is to be solely preparatory, and if the fruits of education are to appear only when other and higher work has been undertaken or completed, then we ought to diligently keep out of it everyone not likely or certain to go through the entire process, and we should regard as a calamity the failure of any individual, once having entered, to complete it. But the process of education ought surely to be, as the president of one of our colleges writes to me, "a unity." "It does not consist of separate parts," says he, "but the various factors of education must work into each other. They must articulate." And I think we might also most reasonably say that, so far as possible, there should be some degree of completeness, of rounding, at every stage. There ought to be as little as possible of the futility and absurdity of an incomplete and roofless house about education arrested at any point in its progress. It must continue to be true that the large majority fall out by the way. The catalogs of most colleges show a great disparity between the numbers of freshmen and seniors, while it is most fortunate when a high school can graduate as many as forty per cent. of its entering class. The definitely college preparatory schools which decline all but those candidates who are able to continue and determined to do so, are almost the only institutions which carry a large majority of their students through the entire curriculum. It has always seemed to me, therefore, that our courses of study should exhibit, as I have said, a certain measure of completeness at every stage. The process should resemble the vaunted old-time method of building ships in Maine. They were boasted to be set up as a continuous structure, sliding down the ways as the work progressed, and short ships or long ships might be cut off at will.

With these thoughts in mind, I recently asked a number of college officials to give me a statement of the ends which, in their views, are to be served by the "entrance requirements." I asked them, in other words, what qualities or attainments should entitle the candidate to a place in the freshman class. Most of the answers begin by saying that it would be easier to state the entrance requirements themselves, but I have to thank my correspondents for most frank and helpful statements. As was to be expected, certain ideas, indeed, certain phrases, frequently

recur. The most common word is "training," or its equivalent, "discipline." The power of self-activity, of initiative, is insisted upon. A certain maturity of mind is suggested as a necessity for college entrance, with a frequency which leads me to hope that we may some time hear an end of the proposals to get men through college younger by the simple expedient of omitting a year or two of the grammar school. "To know how to study books," "To love to study books," is, in the opinion of the head of one institution, the thing to be desired. One college president writes that, in his opinion, "the best test for both mental power and the necessary knowledge, is a system of fair examinations," while another says, "Of course, entrance examinations, as now framed, are most imperfect tests." The preparatory work, says one writer, "should limber up the framework and joints of the mind, so to speak," which I take to be the same suggestion made by another in insisting upon "certain powers of acquisition and appreciation," and by another, upon "thorough and exact habits of work," and by several, upon "knowing how to study." Two college presidents take pains to point out the necessity of a certain moral, as well as intellectual, maturity, and one of my correspondents will find a response from the hearts of many school men, at least, when he declares that "formal requirements as to time and amount are sometimes embarrassing." Some of us will take fresh courage, I am sure, from the saying of one honored college president, who writes that while much actual knowledge of facts is not to be expected from the candidate, "a few of them will do no harm." "It is my conviction," writes another, "that we have been pressing quantity for preparation, at the expense of the quality of that preparation." He would like the mathematics and the language so well done that college work may be pushed with certainty, and he would then be "quite ready to allow the widest range that experience commends in the subjects for preparation."

Now, the phrases in which these wise men have so kindly stated the terms for admission to college are, in large measure, descriptive of the fruits of education, as we may hope, in favorable instances, to see them realized at the age of leaving school.

To have the mental powers under control, to have minds open, eager and appreciative, to have formed exact habits of work, to know how to study; these are, of a truth, the genuine

fruits of culture. Indeed, we may hope to secure these results only in some moderate degree, and we shall be happy when we see them prominently or triumphantly displayed in our candidates for the dignity of freshmen. But I believe that we ought surely to demand something more. I agree with my friend, who says that a few facts will do no harm. Even if every member of our class is to go to college, the individuals have some right to be treated as members of society, at least in some sense, not only after they have done preparing, but while that preparation is in progress, and, as such members of society, they cannot put off knowing things until a convenient season when they shall have completed their discipline.

Facts are awkward things, but people are sometimes even more awkward when they do not know the facts.

The only mention made of knowledge in the communications I have referred to, was of knowledge which will enable the candidate to carry on his studies by college methods. The writers were thinking of the powers and attainments necessary in order to do college work; would it be fair to say that they have given little attention to the needs of the young man and young woman at the stage of life in which they are?

I think most college men, and very many school men, will be disposed to say that the needs of a youth as a candidate for the freshman class, and as a youthful member of society, are identical. Feeling curious on this point, I asked a number of headmasters of preparatory schools whether, in their opinion, another course of study would be better for those of their pupils who leave school before completing college preparation, or who, on completing it do not go to college. With hardly an exception, and, with only minor qualifications, they answered, "No." It was a most positive negative. But there is another school of prophets among us, who hold a contrary doctrine. The head of a great secondary school, numbering a thousand pupils, in a New England city famous for leadership in education, said to me that, in arranging his course of study, he persistently refused (I think I reproduce his language), to spoil his school for the sake of college preparation. And this attitude is not so rare as might be imagined. The subject, "Education Versus College Preparation," in response to suggestions coming from more than one direction, was to have filled a place on the program of our session to-day, and the succession of accidents which led to

its omission was a cause of disappointment to a number of our most intelligent and earnest people. The college preparatory course is accused of being narrow, of lacking a proper relation with life. While it is conceded to provide a certain training of peculiar value, it is asserted that other training might, with advantage, be substituted in part, and that it fails to supply certain elements of knowledge and a certain acquaintance with the forces at work in the material world, considered by some, at least, to be of the very first importance in the intellectual make-up of the youth just coming to manhood.

Let us go a little into detail! The most rigid set of entrance requirements with which I am acquainted (I do not necessarily mean those of greatest amount), is composed of Latin, two other languages, English as formulated by this association, algebra and geometry, the history of Greece and Rome, or an equivalent, and a minor element in a single science. The options here are confined to the omission of one of the three languages, Greek, German or French, a choice as to history, though I think the conditions make it rather difficult to get away from the domain of classical antiquity, and a choice of a little dallying with physical geography, physics, chemistry, or one of the others, though there is also some little freedom as to the particular English classics to be read.

Probably the majority of colleges here represented require two languages other than the vernacular, with the same English, mathematics and history. If Greek be omitted, however, and still more if Greek and Latin be omitted, a penalty of added work in some other field is frequently imposed, and this penalty affords a considerable range of choice among the sciences, history, and mathematics. I suppose this latter outline is that with which masters of boys' schools have most frequently to deal, though I do not forget that it does not represent the most exacting standard, and although there are a few instances of a notably different arrangement, of which I shall presently speak.

It will be seen from this statement that the major stress is upon languages and mathematics, with English filling a place of third importance, and history coming next and last among essentials. This is the equipment most graciously accepted. Sound preparation in language and mathematics is a legal tender at the door of any college, and the schoolmaster, wise in his generation, will encourage candidates to accumulate the sort of

treasure about which there can be no shadow of doubt. He knows how to teach Latin and geometry, at least he knows how they are taught, and it is surely the wisest possible course for him to point out to his boys and girls the path which is safest for them and easiest for him. But is he, also, thinking of preparation for education, and not at all or too little, of education itself? If we concede the peculiar value of each separate element of these requirements, can the charge of narrowness be still maintained?

Personally, I believe that it can. In my opinion, there are at least two sides of this preparation, not adequately attended to.

There is, in each instance, not only a deficiency of content, but a mistake in method. I am earnestly of opinion that the education of a boy or girl of eighteen ought to include more history than the story of Greece and Rome; that it should provide wider knowledge of the material world than can be secured in a single year, devoted even intensively to the study of a single science, and, further, that the subject matter, which I regard as lacking, and the method of its presentation should have regard, not so much to its articulation with some scheme of college courses to be later undertaken, as to the present needs of the young persons approaching the age of eighteen.

If this be heresy, then a heretic I must be. The argument, for aught I know, may have been refuted a thousand times, but I cannot avoid the feeling and the conviction, which become more deeply seated as I watch the work of successive classes of young people, that college work, at least in history and science, should be not so much a going forward into new and untouched fields, as a re-examination of ground already somewhat familiar, but by methods adapted to the greater maturity and the keener insight of the learner. In history, I am old-fashioned enough, or foolish enough, to believe that a boy or girl completing the work of the school ought to be acquainted with the broader aspects of the history, not of a nation or a period merely, but in some sort, at least, with that of the world.

It is a sort of intellectual necessity for every thinking person, and such, it may be hoped, our school graduate is coming to be, to have some sense or notion of the place which he or his generation or his nation holds in the progress of mankind. Without it, how can he orient his thoughts? With it, he has a back-

ground, a basis for comparison, a method of correction, which may deliver him from absurdity when he comes to study history in detail and is tempted to see things out of proportion, to imagine them great because he sees them to the exclusion of larger things. There is hardly a class-room devoted to college preparation where the work does not go lame because of ignorance of history. Think of girls and boys studying Shakespeare and Milton, and the great essayists and novelists, with no outline in mind of the development and progress of Western Europe; waiting till their last year in school to study history at all, that it may be fresh for examination, and then getting no nearer to the present scene of operations than the Emperor Trajan. A study of what we used to call General History will not replace any particular part of any college course, but I must believe that it will help to make alive every such course in history, and that it will promote sanity, balance, throughout.

And I would say the same of science. The boy or girl of eighteen has a right to know something about natural phenomena and natural law. We are not, at eighteen, merely preparing to live; we are already living, immaturely to be sure, but very really, and our contact with the physical world as well as with humanity about us, tends to mould our lives in accordance with conditions as they are.

We have laughed out of the schoolroom the old ten-weeks' courses in fourteen different sciences, but we have also driven from the laboratory the man who would have our children re-discover, each for himself, the laws of physics and chemistry. Our school laboratories are teaching something that was never learned, even from the best of the old text-books, but they are not leaving in the minds of pupils the same deposit of knowledge. It is not good to discuss which is better, for, surely, neither is best.

A single year devoted to a science may replace a freshman course in physics or chemistry, but it cannot, in my judgment, satisfy the claim upon the school, which every boy and girl has a right to make. And it is not necessary, on the contrary, it may be very undesirable, that the science study in school should replace college work. The two things ought to be in different planes. The college course may be a consideration of a restricted field, a study of a limited area with a topographical map; a school course might be, in some sort, a preliminary bird's-eye-view.



I must not present at length the claim which the college has for just this sort of preparation. It seems to me, however, to be certainly no less important than that which we have been discussing. The first demand which the college makes is that the freshmen shall make choice of courses, and how can such choice be made with safety if the things of choice are, in large part, entirely outside the experience of the chooser? Intelligent elections can evidently be made, only by one who has had at least a glimpse into every important field of knowledge.

My claim, then, is that in these two departments, history and science, at least, to say nothing of the fads and frills and extras, referred to this afternoon, and which I regard rather as essentials, most colleges demand much less than is good for them, or for the prospective freshman. If these subjects are not generally taught in a manner which secures the desired results, then we ought to reform our teaching. If suitable text-books are lacking, as is probable, why, let us write new ones. There is always room for a new history, and in writing schoolbooks there is (sometimes) great reward.

The work of college preparation goes on under widely different conditions. "This is a distinctively college preparatory school," writes a headmaster. "We do not wish to receive pupils who do not intend to go to college."

But the large majority of our schools occupy no such position, and I believe that even in the territory covered by this association only a minority of college students are prepared in such institutions. In certain great city schools there is a broad field of elective work with a required element sufficient only to secure continuity and proper balance, and the candidate for college makes such elections as will serve his purpose.

Again, we have elections between definite "courses," arranged with reference to college requirements and to the supposed demands of general culture. We have, therefore, at the beginning of the secondary education, for every child, the question of the course of study.

In the great majority of cases a choice of other than the preparatory course settles the college question finally, and in the negative. Now, college is very distant when one is fourteen, and the accepted standards of liberal culture are still unknown in many American homes. I submit that it is unfair to the child and most unfair to the community that the question of



college should be thus settled in ignorance of what the college means.

Thus it is that too many of our boys and girls, whose endowments and capacities, as they are manifested during their school life, would fit them to make the best possible use of the higher education, find the college gates closed permanently against them, or enter those gates only after prolonged delay or too costly effort, because a wrong choice was made when they were children of fourteen.

It is easy to say that such choice should not be allowed, that election should be subject to the approval of a competent person, and it is easier still to settle the question, as does the school to which I have referred, and confine the opportunities of the college to those who are so fortunate as to look forward to it and to walk early in the way that leads to its doors. But two things must not be forgotten: First, the health of our American institutions depends upon our maintaining the open door in matters of education and social progress. It ought always to be easy, in our country, for the child of a family without the traditions of culture to adopt new ideals, and, as he comes into his later school life, to realize his own possibilities and to correct the errors of his earlier ignorant elections.

Our national energy has been constantly recruited in this manner, the necessity for such recruiting becomes greater, and not less, as time goes on, and we ought to make the process constantly easier and never more difficult. And, secondly, while it will always be possible, in a certain class of schools, to determine courses of study by authority, this must be done by excluding those who are not willing to abide by the results of the election, and, while this may be a gratifying outcome to the school authorities concerned, it can never, at least in the near future, apply in a general way. The public schools and the majority of private schools must continue to offer courses of instruction, based, to a considerable degree, upon what their patrons think they want, and differing materially from the customary "requirements for admission" to college.

My contention is that these courses should be so arranged as to cultivate a desire for the higher education, and, so far as possible, to facilitate a change of plan and purpose.

In the correspondence with school and college men, to which I have referred, groups or classes of pupils are frequently

referred to as "those who are (or are not), to go to college." The phrase does not seem to me to fit well our American conditions as they are, or as they ought to be. It is splendid to have a great company of youth whose path is chosen, who see all their way from the beginning, but to me it seems still better to foster in the greater company who think they want little, the belated, but eager, desire for more.

It is a good thing to prepare for college a boy who knows he wants the college life and college training, but it is a better thing to lead a boy who thinks he wants a few years of school, to hunger and thirst after the higher education. If he is sure of his reward who makes two blades of grass grow where only one was found, what a blessed work it must be to bring into the ways of culture and of learning those who else would never enter. Now this work goes on all about us in public and private schools. I have seen the college fever sweep through a graduating class, becoming epidemic and attacking almost every individual where, early in the year, not more than a case or two could be discovered. In the school which, nowadays, I know best, there is a transfer to the college preparatory course at the end of the first year, of some ten per cent. of the pupils of the general course and the number would be doubled were not the difficulties so great. It is not at all impracticable to promote in school appreciation of the severer factors of elementary culture.

A recent experience with high school Latin will illustrate my point. It became my duty, less than three years since, to frame a "general course" under conditions which I could influence only at some points. Now Latin had been the bugbear of the earlier high school years, and the bugbear must be abolished.

We were to substitute modern language; one language at first, a second later. The first language was to be carried for three years, but the situation forbade the introduction of the second until the beginning of the third year. I succeeded in having Latin offered as an alternative for the second modern language. When this election had to be made for the first time, last summer, we hoped, out of our hundreds, to have a score or two who had overcome their or their parents' dread of a dead language. We made careful reckoning, but the choice was free. Out of 292 pupils, who had been studying French or German for two years, 161 chose Latin rather than the other modern language. Now, if less than four years of Latin would

be accepted for admission to college—if deficiency here could be made up otherwise, how easy to articulate this course of study with that of the higher institution! Of course, it is better to have the full measure of Latin. Nothing else will do for pupils what the high school Latin—the full four years—does for the average boy or girl. Nevertheless, I see no reason in the nature of things why Latin should be the only language taught in college, in which elementary courses are not offered. Indeed, they are offered in some colleges, to the satisfaction of all concerned.

Now, granting that the full Latin preparation is eminently desirable, let the substitution of other work for any part of it be penalized by additional requirements, and we may almost look forward to the ideal condition where public opinion will require every high school course to fit for college, and without abating the premium which we place upon the classical languages, we may have complete articulation between the secondary school and the institutions of higher education.

A beginning has already been made, for at least two great universities within the group of institutions for which the schools here represented must prepare, have practically taken this step. In one, the minimum language requirement is three years' work in an ancient, and two in a modern language, while the requirements of the other are administered upon about the same basis. The wide range of work which may be offered in these institutions to complete the total requirement, and, probably, in others which have not come to my attention, makes it possible for any well-educated boy or girl of eighteen to enter upon the higher education at an institution of first rank.

Within my personal knowledge, this arrangement at Cornell has opened the doors of scholarship to numbers of late converts, to the advantage, not only of the young people themselves, but, I believe, of the college, and certainly of the community where they are to live and work.

Let me add to this plea for the broader education of prospective freshmen and for the better articulation of the ordinary secondary school with the college, a word upon another phase of the same general subject.

One college president writes me, "I sometimes think fitness for college more a question of moral than intellectual development." Another speaks of the "degree of intellectual and moral

maturity" necessary. But we have no examinations in morals. I believe that most colleges which admit by examination are willing to assume that proficiency in the languages and mathematics is a sufficient guaranty.

One such institution, however, has recently adopted a card form, upon which some suitable person must make himself responsible for fees; the family physician must certify as to health, and, between the two, the principal of the fitting school must make himself sponsor for character. How happy is the lot of that young freshman! Examined and found intellectually fit, and by competent security guaranteed physically, morally, and financially sound!

The formal teaching of morals has practically disappeared from our schools. A bill was offered in the New York Legislature, some three years since, requiring that morals be taught in the public schools of that State with all the machinery of time allotment, text-books, examinations and the like, but I think it never emerged from the committee stage.

I fear that we have allowed morals, or moral maturity, to drop largely from our conscious attention. This is, of course, as we have come, in these recent decades, to see one of the things which are taught or cultivated indirectly, better than directly, and because the ordinary machinery of the school-room cannot be obviously worked to this end, we have, I fear, too far forgotten it. We can never expect to establish standards, except in some such loose and general sense as is involved in a certificate of moral rectitude, but, surely, every school should concern itself with the promotion of high character in its pupils.

There are at least three ways in which this may be effectively done. We may put into the post of teacher in our schools no one who is not himself, in reasonable degree, an exemplification of the kind of character we would cultivate. We may, by the very assumption upon which the conduct of the school is based, by the daily and hourly manner of dealing with individuals and with questions of conduct in the school or in the world, create an atmosphere in which there shall be a veritable contagion of moral elevation. But a third moral influence of greatest potency lies in the subject matter with which we deal. "The Puritans," says Macaulay, "were men whose minds had acquired a peculiar character from the daily contemplation of superior beings and eternal interests." In the opinion of

Macaulay, and surely in the opinion of every observant person, the very character of the mind itself may be altered by the nature of the things with which it is habitually concerned. We speak of work in school and college as if it were a process of mere intellectual culture, separate and apart from moral character, having ends and purposes exclusively its own. Nothing could be farther from the truth. I would not turn a geometry lesson into sermonizing or make every exercise in Cicero a peg on which to hang a moral precept, but the daily study of beautiful forms, of truth, complete and perfect in mathematics, or alive and glowing in biology, of the really great in human action as we study it in history, or in thought or feeling or character as we see it portrayed in literature, surely this "daily contemplation of eternal interests" must give to our pupils, as to the Puritans, "a peculiar character." That it does so is a matter of daily observation in every good school. I believe this to be one of the chief reasons for emphasizing the study of the literatures, and of history, and in proportion as these subjects of age-long importance—of eternal interest—are worthily taught, in that proportion, other things equal, will our pupils approach that moral as well as intellectual maturity which will truly fit them for college or for life.

## FOURTH SESSION.

Saturday, December 1st, at 10 A. M.

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### THE RESPONSIBILITY OF THE COLLEGE FOR THE MORAL CONDUCT OF THE STUDENT.

PRESIDENT JOHN H. HARRIS, BUCKNELL UNIVERSITY.

How shall the college meet its responsibility for the moral character and conduct of its students? There can be no question as to its responsibility, nor as to the importance of character. Men of affairs, from the railroad president, employing a quarter of a million men, to the blacksmith seeking one apprentice; philosophers from Plato to Hegel and since; revelation itself, are at one in the belief that the fabric of our civilization rests chiefly not on intellectual acumen, but almost wholly on character. Nor can the college shift the responsibility for the character and conduct of its students upon the Church or the civic community. Even if faculties should ignore or deny such responsibility, which no faculty worthy of the name will do, public opinion will hold them responsible, and should any college become a seed-bed of immorality it would be abated by the courts the same as any other nuisance. The problem, then, is as to the means of meeting the responsibility.

This may be treated under three heads, instruction, atmosphere, and activity, of which I will ask your attention only to action and atmosphere.

Character, says Novalis, is the completely fashioned will. The will is fashioned aright only by right activity. The duty of the college, then, is to furnish the student ample work and hold him strictly to the doing of it. It is not by emasculating the will, but by energising and directing it that manhood is developed. The passive receptiveness and mnemonic glibness, in which the pedantic delight, is not what the world needs, nor what the college should supply. No one, says Plato, has ever accomplished anything great, either for good or for evil, who was deficient in energy of will. One moral danger to a student



in college is that his professor will do all the thinking, and leave him only the enfeebling work of receiving. The talkers are many, the teachers are few. The system of electives works well. The student, it is found, elects neither along the line of least resistance nor greatest resistance, he elects along the line of greatest interest, which will usually be the line in which he will develop the greatest energy. The interest may not be in the subject, but in the professor. Of Dr. Harper, it was said that he made Hebrew as popular in Yale as football. As every one knows, he did not do this by making the work small in amount. One great advantage of electives is that if a professor will drone, he may be left to drone to empty seats. The plan now widely prevalent of permitting a student who attains a certain standing to take additional work also has a good, moral influence. On the other hand, care must be exercised by the college that lessons are not imposed upon the students beyond their ability. No part of a teacher's work is of greater importance or demands more care than the assignment of work, and to nothing else, probably, is so little attention given. If too hard tasks are imposed, it will either kill the pupil's interest, or drive him to helps or cheating. For three-fourths of the cheating in schools, the teachers themselves are morally responsible.

While emphasizing the value of work along lines of greatest interest, the college must not fail to recognize the fact that in life a man must often do work that is not pleasant and continue to work when interest flags, or even ceases. The student, therefore, must learn to determine his actions according to the idea of right, according to principles which do not vary with the ebb and flow of emotion, or with atmospheric changes. He must be imbued with a sense of duty, with a reverence for the moral law, and faith in the Lawgiver that will hold him to right action when the voice of pleasure or of self-interest lures him to other ways. The categorical imperative of Kant seems to many harsh and forbidding, but it was the ethics of Kant that overthrew Napoleon and created Germany. It will be an evil day for America, when the students in her colleges are taught to do deeds formally honest, because honesty is the best policy. There is a dignity and sublimity, says Kant, to the man who simply does his duty, whatever the results may be. This simple dignity and sublimity of character should not be made impossible to the student by arresting his development at the level of self-



interest, or pleasure. Nor should our school arrangements be such as to obscure this central principle. Marks and grades have their place in school economy; even honor lists may have some value; prizes in colleges are of very doubtful utility; but all of these should be kept in subordination to the great concepts of morality, right, duty, manhood.

Each English college has its chapel, its library, its dining hall, and its dormitories, as if sleeping, eating, reading and worship were the fourfold whole duty of man. But the English college has, besides, its fields for sport, quite as important for the moral development of the student as any of the others. Without these the English college community would soon sink into the sleepy decay of cloister life. In England's play grounds lay capsule the British Empire. And there can be no doubt that the general practice of out door sports and athletics has greatly improved the moral character of the student body in our land. The gymnasium is a factor different in kind, but in its place, a factor of importance comparable with the class-room and chapel. Besides their positive value in developing the will and power of initiative, physical activity has also a negative value in keeping the student from falling into sensual vices. For he who strives for the mastery must now, as in Paul's time, be temperate in all things and keep his body under. The college, therefore, may meet in part its responsibility for the moral conduct of its students by providing ample facilities for physical exercise and athletic sports. The college should have these under its supervision, but not so closely as to deprive the students of the very important element of freedom and spontaneity, the essence of recreation. The motive in physical sports is personal, and may rise into the sphere of duty to self. The element of rivalry, the desire to surpass some one else, cannot be eliminated; it is the essence of games of contest. But there is in such sports a field for the development of fairness, personal honor, and other virtues which may yield valuable results. Team play is morally superior to contests between individuals in the fact that in team play the individual must subordinate his particular will and natural egoism to the success of the team, and must sometimes even sacrifice himself to the good of the whole. In the case of intercollegiate contests, the players represent their college, and there is a field for the cultivation of a higher form of morality than in personal contests. Whatever may be our

abstract views as to intercollegiate football, for example, our hearts never fail to warm to the young giants who risk life and limb on the field of strife for the glory of alma mater. This intense struggle for honor other than their own cannot fail to have a beneficial effect upon those who take part in the game. At the same time it may be admitted that the very intensity of the struggle often proves a test too severe for the student at his stage of moral development. It takes considerable Christianity to go through a football game and come out without any moral offending. That so large a proportion of men do so, speaks well for the moral fiber of the men and the influence of the game.

Neither class-room work nor physical activities furnish scope for the Christian principle of morality, service. There is, however, ample field for Christian work in the college. The members of the college are not automata, but men, with human feelings and human needs. There will, consequently, be thousands of common every-day opportunities for kindly deeds, which make up the greater part of the moral life, both in college and out of it. This work has been organized and made more effective by the Christian and other kindred associations. Such work is extended beyond the limits of the college into the destitute parts of the cities, and into mining towns and lumber camps, a service helpful to the workers, exerting a wholesome influence upon the whole life of the college. Besides such personal efforts, nearly all our colleges are engaged in foreign missionary work, broadening their vision even to the limits of the globe. Some of our larger institutions maintain each a mission, and others bear the expenses of a missionary, from whom they receive regular reports. I need only refer to the student volunteer movement, organized with the majestic purpose of making known what they regard as the Word of Life to the whole human race, within the present generation. Those who think the moral tone and religious interest of the colleges is lower now than in the preceding generation should read and ponder the records of student organized work during the past twenty years, and they will have reason to change their opinion. Religion in the college has become less a matter of feeling and more a matter of service, and a more wholesome type of manhood has been developed. That college faculties and boards of trustees are fully alive to the good effect of such

work on the moral life of the student community is clearly evinced by the buildings rising on many a campus fully equipped with every facility for such service.

Of vital importance to the student is the moral atmosphere of the college. There can be no wholesome mental or moral growth in an atmosphere of suspicion, or fear, or hate. I would not pledge a student not to cheat. I would take his honesty for granted and would expect him to do the same by me. I would not re-enact the Ten Commandments or the Sermon on the Mount. I assume that the student knows them and is trying to conform his life to them. I would not play the detective on the conduct of the student, nor ask any one else to do so. I would not put a student upon his honor; I take it for granted that as a gentleman, he always is upon honor. Justice, truthfulness, frankness, good will, are the native air of manly life. The student responds to fair treatment and tries to make himself worthy of the confidence reposed in him. On the other hand, he resents injustice and despises weakness and deceit. There is no class of persons more responsive to just and generous treatment than the young men of our colleges. The professors must be depended upon chiefly to form and maintain a wholesome moral atmosphere. It is difficult to decide which is the more injurious, morally, to a college, the professor who is repellantly righteous, or the professor who is weakly good. But most professors are neither repellant nor weak.

I believe there are no men in any vocation superior to the college professors in manly character, in devotion to truth, in love of their work, or in the value of their service to mankind. The office has always enlisted the brightest reflective intellects of the race. I need only instance in proof Aristotle, the Greek; Galileo, the Italian, and Kant, the German. It will continue so to do as long as there are men who love truth more than fame, and knowledge than gold. Though poor, they make many rich, not only in things of the spirit, but in things of matter, as well. These men make the moral atmosphere of the college; association with them is a liberal education.

There has never been a time in modern education when there was more of friendly intercourse between professors and students than in America at the present time. This is due, doubtless, in great measure to the democratic spirit of the age. It is due, in part, also, to the fraternities, which bring a professor

who is a member of a fraternity into close social relations with student members of his fraternity, and this he extends almost by necessity to other students. If any projected tutorial system supplements this friendly and helpful interest of the professors, it will do good; but if it supplants it, it will be an evil. Increase of compensation, concerning which we heard yesterday, will enable professors to exercise more freely their innate hospitality. I am in hearty accord with every effort to increase the compensation of these men whose service is beyond price. Yet, if their compensation should be brought to a level with their merit, I fear that men with that kind of merit would not get the positions.

While the professors are the permanent factors in maintaining a wholesome college atmosphere, the students themselves are a scarcely less potent influence. Great care should be exercised as to the moral character of candidates for admission. It is a fact that the railroad companies are more careful as to the character of applicants for employment than are many colleges as to those asking membership. There should also be a judicious elimination of undersirable elements. No person of evil influence should be permitted to reach the junior year. Before that time he should be known and dropped. Fortunately, the idle and vicious, as a rule, eliminate themselves without faculty action. Power should be lodged with the president of the college to request the quiet withdrawal of any student he may regard, for moral reasons, undesirable. The average of moral character in any college of standing is much superior to that of the same number of young men in any civic community. The average of moral conduct in college is, I believe, higher now than it was thirty years ago; but there is still room for improvement. Many false notions need to be eliminated; many injurious customs suppressed.

Nothing can compensate to a body of students the loss of the influence that comes from daily communion with the Absolute Person in a chapel service. It raises the spirit into the idea of the infinite and eternal and re-enforces, and purifies all other thinking and feeling. Here, again, all depends upon the spirit and life of the teacher. The religious service may be so conducted as to do measureless harm, or immeasurable good, according to the spirit of the leader. While the college should have its own religious and moral life, the students should not

be dissociated from the churches. It is more wholesome for the students to attend upon the services of the several churches than to be secluded in their own special services. It keeps them under a wider range of influences and corrects and broadens their moral views. Pastors should be welcomed and assisted in the oversight of students belonging to their communion. Such oversight they are usually willing to assume, both for general reasons and because they find in college students efficient helpers. The relation of the church to the college should be dynamical, not regulative, much less directive. Whenever pastors attempt direct control of the work of the college, they do harm to religion and no good to education or science.

Few are the young men who will do aught that will bring grief to their mothers, or discredit to their fathers, or shame upon the family name. It is well for the college that the ties between it and the home are strong. Nor do I leave out of sight that other, that master passion, for which a man will leave father and mother.

“For, indeed, I know  
Of no more subtle master under heaven,  
Than is the maiden passion for a maid;  
Not only to keep down the base in man,  
But teach high thought, and amiable words,  
And courtliness, and the desire of fame,  
And love of truth, and all that makes a man.”

Of course, I do not think that such influence is dependent upon the association of the sexes in the same school; though I am fully convinced from nearly two score years' experience in such schools that in education, as elsewhere, it is not good for the man or the woman to be alone. In this, however, there is room for difference of opinion and practice. Much will depend on circumstances. But there can be no place for doubt that every means should be used to strengthen and extend the influence of home into the college. The American college draws its moral life in great measure from the American home. Without our American home, our colleges would not be what they are, but something different and inferior. The college owes it to the home, by as solemn an obligation as is possible for any one to assume, to return to the home, the youth not only with increased knowledge, but with increased solidity of character and moral

worth—that the prayers offered in a thousand homes, such prayers as only a mother can pray, be not in vain, and that the expectations of kindred and friends be not disappointed by any failure of duty on our part.

The idea of college as a place of dignified seclusion from the world has passed. Men are not prepared to do their part in the world by shutting them away from the world, but by keeping them in touch with it. The power of public opinion does not stop at the edge of the college campus. The college is a part of the world and its actions are judged more and more by the stricter standards of the world. Daily, the student has brought before him the deeds done in the great world and learns the judgments pronounced upon them. He will find also his own deeds set before the public eye, and what he and his comrades termed bright tricks he finds called boyish folly or barbarous cruelty. All these moss-grown, but not venerable, survivals of a less moral age, our bowl fights, and cane rushes, and hazings are vanishing before an enlightened and illuminating public opinion, expressed through the public press. The press mirrors faithfully the world as it is, including the college world; and if, sometimes, it shows a garbage heap, the remedy is not in breaking the mirror, but in removing the garbage.

The college, as a corporation, is related, like other corporations, to the State, and its charter may be revoked or changed at the discretion of the courts. The student community, also, is in no way exempt from the operation of the law. There is now no benefit of clergy, nor in this country any special university courts. The college will do all it can to keep the students within that large body for whom laws have no terror, laws being a terror only to the evil doer. But, if a student is guilty of a misdemeanor, and the law takes hold of him, it is a mistake for the college to shield him from the just penalty of his offense. It is a great day for the student when he learns the futility of his will when brought into conflict with the irresistible will of the State. It is a good lesson for him, also, whether he learn it by observation or by experience, that the way of the transgressor of the civil law is hard. While the college may properly see to it that no injustice is done the student, it will not shield him from the legal consequences of his deeds. The State comes to the student not only as organized justice clothed with irresistible might, but also as a vital embodiment of civilization with a



great history, and with momentous problems for present decision, and with a yet greater future, all appealing to the thought, the imagination and the sentiments in the strongest way possible. The student in college must be brought to know his obligation to his nation and to civilization, and to feel that it is as much a duty and as great an honor to maintain the dignity of the Republic in the sphere of morality as on the field of battle.

By keeping the college in close relation with the home, the church, the community, and the nation, we will find a broader and surer basis for morality than we can find within the college itself.

In the moral life of the college, the past and future have voices scarcely less potent than the present. Every historic college has its examples, its traditions, its heroes. In Dartmouth, the luminous eyes of Daniel Webster still look out upon the student, inciting to eloquent words and patriotic deeds; through the halls of Brown yet moves the stately form of Francis Wayland; and on the campus of Princeton continues visible "that good, gray head, which all men knew." There teach in our colleges not only the living, but the undying, as well. We are not as careful to preserve the traditions of good as are the schools of Europe. They treasure their past as their most valued possession. We have, perhaps, been sufficiently influenced, not to say awed, by the historic grandeur of their ancient universities. We need to learn reverence for our own past, brief though it seems, beside the hoary annals of institutions reaching back for centuries. We, too, have our men of no less heroic mold, tested and tried in fires as severe, and coming forth from the refiner's crucible metal no less pure. Let the college reverence the past; but, withal, let it be instinct with joy of the days that are, and invigorated with hope for the days that are to be. I would send no son of mine to a college which was not growing; to a college which did not look with confidence to its future and the future of the nation, and of the race. Such hopefulness and the energy begotten of it are among the most important fruits of college education. While laying emphasis upon the dynamics of college life, I do not forget the need of certain regulations. There must be the appointed hours for recitation and study, the limitation of athletics, and manifold requirements, even when reduced, as they should be, to the minimum. Given, however, a faculty of character, of energy, and sympathy with



youth; given a student body with careful exclusion of injurious elements; given as close relation as may be with the home, the church, the community and the State; this, with vitalizing moral instruction and moral activities, with earnest mental work, with ample opportunity for physical exercise, will be the chief reliance of the college in meeting its responsibility for the moral character and conduct of its students; for these constitute the great moral dynamics of college life.

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### THE RESPONSIBILITY OF THE COLLEGE FOR THE MORAL CONDUCT OF THE STUDENT.

PRESIDENT JAMES M. TAYLOR, VASSAR COLLEGE.

The subject, as stated, is not a question; it is an affirmation. It is the purpose of this paper to justify and enforce it.

We are all agreed as to the moral values in life. Matthew Arnold in no way exaggerated the facts when he called conduct three-fourths of life. We care more for what a man is than for what he knows, and more for what he does than for what he tells us. No community can exist without a moral bond. That is the keynote of the State, of society, of the family—and not less the touchstone of all individual life. The immoral man undermines all life of which he is a part. His teaching and his talk count little against his actions.

Now consider the student. He comes to us at the crucial stage of life, when all that is best in him is active and insistent, and all that is worst in him is clamorous and unrestrained. That best and that worst are but tendencies, in the main, not, at least, crystallized or fixed facts. He, or she, is, in short, a youth, an adolescent, with the passions and ideals of maturity, and the unrestraint of inexperienced years.

There is nothing so ingenuous, so noble, and so full of hope as these youths who enter college halls, and there is no sounder life the world 'round than exists among them, but they are young, without much knowledge of life and without conception, too often, of the meaning and results of certain courses of action, which threaten the undermining of character and the possible wreck of life.

And they come from a comparatively guarded life suddenly

into the very free conditions of the college, where, perhaps, one finds less external constraint, and a demand for larger liberty, than one discovers elsewhere in life. Most of us who have responsibilities to classes and to offices must often stand aghast at the theories advanced by some of our young friends of a freedom, which we might seek in vain for ourselves, and which exists nowhere among responsible men.

Entering college is for most "a plunge"—and the fact is too little considered, I am persuaded, either in its moral implications—or in the immediate mental demands made by eager teachers on these young and unadjusted pupils. Such are the conditions. The shirking of responsibility for them may be asserted on two grounds.

It may be said that these young people need no guidance, that they are here to learn self-mastery, and that they best learn it by freedom. The contention has a good side to it, but also the weakness and destructiveness of a half-truth. True, freedom develops mastery under good conditions. The self-government which has been introduced into some of our colleges, is here in point, but where it is least open to criticism is in its operation within a distinct sphere agreed upon by students and authorities. It carries in itself the restraint of its opportunities. But we surely do not treat our own children in this way, and leave them without counsel or the experience we can impart from our own remembered mistakes or good choices. The fact that they have reached the great age of eighteen or even twenty years never suggests to us that the wise way to train them is to leave them wholly to their own experiences of the world.

If a college is to assume any responsibility for the young it surely must note this point of life's teachings and aim to meet the need.

But teachers go farther than this. Not content with affirming that this utter freedom is the best way of training youth, they say, further, that a college has no direct responsibility for the morals of the youth. Let them "sink or swim, survive or perish," for here we have the selection of the fittest. It is a demoniacal doctrine, bad science, in the light of all we know of "conscious selection" as beyond "natural selection," bad morals, bad religion, and quite suggestive of the question of one we used to be taught to call the first murderer, "Am I my brother's keeper?" It goes hand in hand with the complaisance

expressed by men over the sowing of wild oats, as if nature changed its laws for the young, and what a man sows he does not reap, but gathers grapes of thorns, and figs of thistles.

I hope to show, as against all such moral *laissez faire*, that the college has definite moral responsibilities—that the claims of the families represented by these youth are sound, and that *in loco parentis* is not, and cannot, be a merely unmeaning phrase.

For what is the aim of the college? In brief, to train, educate, to develop the powers of youth in grasp, keenness, accuracy, to broaden the outlook, to destroy provincialism of view, to make the youth share the experience of the world as it is embodied in history and literature, and to develop tastes and aspirations that shall keep the soul in touch with other realms of interest than those which are limited by acquisition or the mere support of life.

But it is the training of the whole youth, not a part. We have come to recognize the importance of the body in this development: let us not reach to the other extreme and forget that the moral nature is also a part of youth. There is no narrower provincialism—and, in thought of the derivation of the world, no more absolute *paganism*—than sheer intellectualism in education, the assumption, that is, that the mind only is worthy of attention, and that it can be well trained apart from conduct and physical life.

The wholeness of the training involved in college education, therefore, involves the necessity of attention to the morals of youth on the part of the teacher. Because the youth is not for himself alone, and not for the college, but for the home, for society, for the responsibilities of the State, the college must give a foremost place to *moral education*, a *part* of education and *the chief part*, if activity is more than theory, and if learning has its fulfillment only in life.

We note some definite spheres of its responsibility and some ways of meeting it: .

1. Responsibility for conduct in the *institution* and *community*. There is a tremendous need in American society of the inculcation of *respect for law*. Many are the influences which are working against it. The notorious loose and easy training of American children is but the first step. Indulgence is not the key to a well-girt life. Is it not from this source, in large

measure, that we draw that disregard of law that jurists and judges note as so common in even the procedure of the law itself, and that provides much of the fuel on which are feeding the dangerous anarchistic tendencies in our society, crude socialism, nihilistic discontent, and every form of Hearnism? Add the natural unsettling of the old lines of faith in the process of readjustment compelled by the enunciation of the fact of evolution; add the influence of an extensive literature, which disintegrates and destroys all moral values, and which is recklessly given to the young; add the prevalence of a pantheistic philosophy, which always, and everywhere, tends, *practically*, to undermine the foundations of morals; add the enormous growth in wealth and all the means of indulging the propensities to luxury and pleasure that are natural to us all, and we have provided conditions for a tropical growth of lawlessness and unrestraint. There is no danger to-day of exaggerating these facts. One cannot put them too strongly, nor overstate their importance to our life now and to our national and social future. But one may forget that they are not the whole truth. We have a great host of youth in our colleges who are moved by high aspirations, who are generous, enthusiastic for good, not yet enmeshed in the poisoning net of pleasure, not yet blasé, or lost to faith. They are the other side and the stronger side of the truth. But the dangers are real, and here lies the responsibility of our college faculties. The young are responsive to ideals; it is our privilege and duty to set them before them. By direct instruction, by that indirect and powerful daily influence, which grows out of the conduct of our class-rooms, our spirit in dealing with truth, our views of life and duty, and social and civic responsibility, by example and by lofty teaching, in short, by our deeds, by our words, and by our ideals, we are bound to teach these youths that worthy life is law-abiding, unselfish, devoted to service, and that the immoral life is hostile to society, anarchic, and destructive of one's own true self.

2. Let us be more specific. The duty of the college is not limited to the expression of ideals and to teaching. Its plain duty is to *enforce law* and *equity*. Formerly, the college was an imperium in imperio, and felt sole responsibility for the conduct of its students. Then it was discovered that conditions had changed, and that a responsibility for any breaches of civil law

could be turned over to the municipality. Now, doubtless, it is true that much may be left to the State, and that in our cities and towns marauding and rowdyism may be cared for by the police, but not so can a college divest itself of responsibility. No parent worthy of respect would say jauntily of his son—"Oh! let him go to jail for a night; let him be haled before a justice; it will do him good." A college that assumes such an attitude is as little worthy of respect. It must recognize what the youth may not, that such a course is a stain on life and may become an important blot on reputation. It has a duty to see that the student is preserved, if possible, from conflicts with municipal law or State courts for his own sake, and the interests of his future. This is a simple debt of experience to inexperience, of knowledge to ignorance, of power to weakness. It must inculcate and enforce rules that shall prevent the student's conflict with these powers. That they obey the college law, or cease to be students, that they follow the principles of sound social law, or feel its discipline, is an alternative that the college must make real unless it fail in a fundamental duty.

Hazing may furnish an illustration. Many students, not yet escaped from the inherent savagery that delights in the sufferings of others, champion and practice the infringement of personal rights and self-respect that goes under the name of hazing. It is lawless, barbarous, and immoral, as generally practiced, and about as justifiable as lynching. Often mere innocent fun, it degenerates into violence, assaults on self-respect and personal dignity that are intolerable, and even to permanent injury and occasionally to death—justifiable homicide, I suppose, in the hoodlum vocabulary.

Just here the college has a distinct moral responsibility to stamp out the unworthy, unmanly, cowardly, relic of savagery, to point out the true moral social standard and to enforce it. That is, it is a duty to preach the truth and a duty, also, to practice it.

A more delicate matter is suggested by cheating, which, unhappily, appears from time to time in our colleges, and in some, if the students speak truth, is a fairly chronic and widespread condition. How intolerable this is to a keen, moral sense needs no suggestion, and yet we all know that in some colleges the general standard of the students permits such deception, and it is winked at by the multitudes who do not stoop to it.

It would not seem difficult to awaken a body of youth to a perception of the mean, low character of a lie, or to encourage among them a spirit which will ostracize a liar. That, I believe easy of accomplishment where the mind of the authorities is given to the task. But the dealing with the cheat is now the point. The college must stamp the deed as dishonest, and, like all untruth, as socially disintegrating and individually destructive. Methods must vary, but I gravely doubt whether we are right when we say to a young person, guilty one time, perhaps a product of a school where the vice is tolerated, "You are expelled, and deprived of all further opportunity. There is no place for repentance." But my illustration now only calls for the point that the college is responsible here to inculcate truth forcibly, only I should say that it has both an individual and a social responsibility.

A final illustration may be taken from athletics—in its moral relations. That this overshadowing factor in student life has important ethical bearings no one may forget. It has its excellent side, physical development, the growth among the few of excellent moral qualities, courage, obedience, keenness, readiness. But it has also its unfavorable side. Leslie Stephen, writing of Hobbes, shows that he was an idle student, before, as he expresses it, "athletics had organized idleness." It is a fair impeachment. Athletics has much to answer for as well as to claim, and the bad side is a large indictment. The extravagance, the interruptions of steady work, the unsettling of the whole student body, the professionalism, the gambling, the vast excesses that degenerate into a spirit worthy of a Roman amphitheatre, are but an insufficient summary of what might easily be "writ large." So close and so extensive is the influence of all this on the moral life that the colleges have here a large responsibility. They have tried to meet it, by committees, by legislation, by limitation, but the unpopularity of such legislation, the probable effect on the institution, the natural difficulty of discriminating between the good and bad where so much is good—and the danger that the taking up of the tares may destroy the wheat also have contributed to make the legislation thus far, in almost all cases, futile so far as the real, moral problem is concerned. Can any of us doubt the duty to squarely face the issue, and if one game, or two, or three, interfere with the right and highest development of college life, to cut them off? To



ask clearly and frankly if intercollegiate games, as now played, contribute to the good or to the evil of college men and the community, and to act accordingly? It is no question of theory; the issue is the mightier one of the conduct of life, and to face it fairly is the duty of all teachers of youth, and having faced it to enforce the conclusions reached, with steadiness, without fear or favor, and with confidence that the moral sense of society will yet sustain a conclusion carefully reached by men who are earnestly interested in the welfare of the student as a member of the community.

3. Third, and finally, we shall reach this essential end, through the conviction of teachers that the moral is supreme and that intellectual training is only complete in virtuous action. I yield to none of you in my respect for intellectual power and in my conviction of its worth. It is only urged that it is a narrow view of life which makes it uppermost. It may be said, further, that no highest, broadest, truth is ever reached through an intellectualism that divorces itself from life. But life is conduct, and conduct is morals. Morals are social. The ethical cannot be individual and remain ethical. It cannot picture a universe in which a right thing is right only for an individual, or a thing absolutely good which is not good for all. The ideal of moral life is to find that which is good for each and good for all. So society is ethical, and cannot be society at all, save on ethical bases.

The college, therefore, which aims to educate the youth, fails of its mission, which is to fit him for broader and better life, unless it bears its moral responsibility. Every reason for founding a college is a reason why its teachers shall feel the responsibility for the moral conduct of the students, and they have no place in the training of youth who close their eyes to this opportunity and who refuse this responsibility and who will not see that truth finds its fullness only in life, and that an intellectual training which does not influence to righteous life is itself defective, unbalanced, untrue if it may not also be justly called immoral. No education can meet the specific demands of the social and commercial life of *to-day*, which does not emphatically inculcate the old-fashioned virtues—*purity, truth, honesty, and fidelity to trust.*



## THE RESPONSIBILITY OF THE COLLEGE FOR THE MORAL CONDUCT OF THE STUDENT.

PRINCIPAL JOHN H. DENBIGH, MORRIS HIGH SCHOOL,  
NEW YORK CITY.

By virtue of its function, the college is responsible for the moral conduct of its students. To what extent we hold it responsible depends upon what we believe its function to be. It is not easy to define adequately in a few words the function of a college in the social system of to-day, but if we attempt to formulate any definition of what we believe we have a right to expect of our colleges, we shall find that our ideal includes all that is comprised in a broad conception of a liberal education.

We expect the college to send out into the world each year a little band of young men or young women fitted to be something more than mere breadwinners, fitted by the breadth and elasticity of their training for public in the sense of social, rather than for private in the sense of selfish, service. We do not expect profound scholarship of the college graduate, but we do expect that he will carry with him into the exercise of his business or profession such high ideals of his work as will place it above the deadening drudgery of money-getting. We have a right to expect specialized knowledge in certain lines and to look for something distinctive in the application of an education which concentrates without narrowing. In addition to the ready handling of known facts or methods, and besides ability to take advantage of rare experience, we expect from the college graduate intelligent adaptability to new conditions confronting him; we look for absolute honesty of purpose, unremitting patience and perseverance in the face of obstacles, courage in difficulty or defeat, and, combined with uncompromising contempt for dishonesty and shams of every kind, we expect him to exhibit a helpful sympathy for weakness greater than his own. For the cultivation of these qualities—for the training that gives them—there is not, nor could there be, much visible machinery in our colleges. These things come only from right habits, right points of view and a healthy college atmosphere. The president of Radcliffe College expressed this truth most admirably, when he wrote:

"The college sends her alumni into the world with nothing more than a warrant that they are presentable intellectually. Yet her unwritten purpose is not so much intellectual as moral, and her strongest hope is to stamp her graduates with an abiding character. \* \* \* though the responsibility of the alma mater for the manhood of her sons gets little formal recognition, whoever loves her feels it none the less, and knows that her good name depends not so much on her children's contributions to learning as on their courtesy, their efficiency, their integrity, and their courage.

"The college, herself, as represented by her governing bodies, feels this deeply in a general way, but does not know and cannot find out how far her responsibility reaches into details. Intellectual discipline she professes and must provide—subjects of study, old and new; instructors that know their subjects and can teach them; and she is happy if she has money enough to make these things sure. Thus, beyond what is spent for the chapel and for the maintenance of decent order in the premises, there can be little visible outlay for the protection and development of a student's character."

The college undergraduate is at a peculiar stage of his development; he is not a boy to be controlled in all his going out and coming in by the demands of higher authority, nor is he a man mature enough to weigh well the ultimate consequences of one course of action against those of another course. Yet he is to be held responsible for the exercise of his free will. Freed from the guidance and restraint of the secondary school, the undergraduate finds a most alluring atmosphere of freedom when he enters college, and this at a time when it may be he has not been trained to make proper use of such freedom. He has as yet, the judgment of a boy, but the appetites, passions, desires and ambitions of a man are surging into life. What wonder then, if, occasionally, this strange mixture of enthusiasm and unwisdom should, when weighed in the balance, be found wanting. In the sudden transition from a state of being closely hedged in by authority to a state of freedom so far-reaching that signs of its limitations seem few and far between, the undergraduate may go wrong morally if he be weak morally. This very test of the boy is of enormous value in itself. By its results the student stands revealed to himself and others as he is. In recognizing its responsibility for the moral conduct

of its students, and meeting it without weakening their sense of self-responsibility, the college has an extraordinarily difficult task. It must save weaklings from their own weakness, and yet they must learn to walk alone. It must set up standards and lay down lines of conduct, which shall be accepted and adhered to by a student body of its own choice. In even the freest social system of which we can conceive there must be some rules and regulations, with penalties for their infringement, but in the last analysis the one important thing—the choice between right and wrong—must be the student's *own* choice. If we could imagine for ourselves the existence of a college where the tenor of students' lives should be so sheltered that they never came into contact with the ordinary trials and temptations of undergraduate life, we should be obliged to people its halls and campus with anæmic youths, whose moral fibre would be flabby from want of exercise, and whose graduation would be a positive menace to the safety of the society into which they were turned loose.

The college is responsible for the moral conduct of its students, but moral conduct cannot be obtained by rules and machinery for their enforcement any more than the spirit of gambling can be eradicated by legislation.

In recognizing and accepting its responsibility for the moral conduct of its students, the college has, however, a right to expect that the schools shall have done their share in a previous training in *character*, as well as in classical languages or mathematics. The college has a right to expect that candidates for admission to its courses shall have acquired, through exaction of thorough work, a sense of dissatisfaction with anything less than their best, and with this there will necessarily be involved standards of absolute honesty in work. Colleges have a right to demand insistence in the schools upon the habit of telling the whole truth, and nothing but the truth—they have a right to expect that on the part of a boy of eighteen or twenty years old his *yea* should be indisputably *yea*, and his *nay* indisputably *nay*. The colleges have a right to expect that later years of school preparation shall bring with them an increasing sense of self-responsibility to the student, so that he may be, in a measure, fitted for the freedom which is to be his in college. The responsibility for moral conduct rests, also, in large measure, with the home. It is not easy to exact a high moral

standard of a boy if his home relations do not honor those standards. If a foolish father condones what he may choose to term "wild oats" on the part of his son, and, while perfunctorily taking sides with college authorities, gives them to understand that he considers the matter one of small importance, those same authorities know that one of the most powerful influences for good is lacking in the case of that boy. It is often discouraging to think how frequently this responsibility is deliberately shirked by foolish parents having the wrong point of view as to the aims and ideals of a college course. Home influences are probably the most potent in the matter of a student's conduct in college, and it should be borne in mind that these influences remain active either for good or evil after those of school have ceased to be so. The essential element that makes for good in parental relationship is that of perfect confidence on both sides. If this element be lacking, the fear of exposure of a first step in wrongdoing has driven many a lad from bad to worse. Hence it is that parents and colleges should, so far as may be practicable, co-operate in the training of the boys for whom they are jointly responsible. It would be well if the college could place some premium on school preparation that makes for character, and if the boy's college tutor or "adviser" could establish close relationship with the home, if the home is of the right sort. It must not be forgotten, however—as has been previously stated—that overmuch supervision would be fatal to the end in view. College students are not immoral as a body. Vice of all kinds may exist in any college—and does to some extent in most—but it probably does not exist to the same extent that it does amongst a similar number of young men not at college. It is probable, too, that in its graver forms, it is even more generally condemned in a college than amongst young men not at college, but the college has alluring temptations peculiar to itself. Hence it is, that there is no better field than the college in which to train a man's character.

In his new surroundings, fresh from a fully occupied and rigidly ordered working day, the freshman finds himself under a very different regime. The day of reckoning seems a long way off, new acquaintances are to be made, a great part of each day is free from assigned duties, it is easy to loaf, and loafing is the beginning of much of the sum total of all undergraduate trouble. There are temptations to join too many college organ-

izations, to spend more than a stated allowance, and then to borrow. To the boy who has wasted time comes the temptation to do dishonest work, and, in the freedom of college life, the lad on the threshold of manhood is confronted by many temptations to indulge in one form of vice or another. Athletics, properly controlled and conducted, serve as a most powerful instrument in rightly moulding character, but they also serve, if uncontrolled or misconducted, to damage a student's character to a lamentable degree. The intense desire to win popularity or notoriety, as a member of one of the college teams has been the undoing of many a promising student. The overmastering determination to win a contest at any price has dulled many a boy's finer sense of honor. We have within a few days heard the most courageous educational voice of our day and generation speak in no uncertain tones upon this very topic, which is itself important enough for the careful consideration of this association. The time wasted in talking athletic shop by boys who take part only in the shouting, and who contribute only to victory by paying, would, if properly used, serve to wipe out all the conditions of all the students in all the colleges.

This is neither the place nor the occasion to enter into a discussion of the influence of secret societies, but we cannot, no matter to which side we should belong in such a discussion, blind ourselves to the fact that another temptation to waste time comes to many students, and often the best students, in the guise of fraternity membership.

In the fraternity house, in surroundings very often more luxurious than those of his own home, a mere boy finds nearly all the appointments of the club of a wealthy man of leisure. If the college chapter of a fraternity has for its members the wrong kind of men, it may become as great a power for evil as it might, with other membership, have been an instrument for good. On every hand, every day the average college student will be brought face to face with circumstances in which he must make a choice for himself, and his course of action may affect the life of others besides himself. His character is being put on trial continually in matters of right and wrong. It behooves the college to see to it that his choice of action is the choice of a man before whom right standards of judgment have been set up on all sides.

Some few there will be in each class whose judgment will

be mainly right, and may be depended upon, but there will be weaker brethren, in greater numbers, who must somehow be led into the repeated exercise of right choice. And how to lead them? How shall a college foster the growth of character in its students? How shall it, year by year, send out into business or professional life men who may be trusted in all they do or say?

So far as the college may determine the moral conduct of its students, it is going to do so by the action of individual character upon individuals, and by the action of an intangible something—which, for want of a better word, we may call the college atmosphere—upon the student body as a whole. Since the undergraduate life of a college is a constantly flowing stream, while the faculty, to a large extent, remains stationary, these two forces are almost entirely in their hands; hence it is, that the selection of men to fill vacancies on a college staff is a task of the first and most vital importance. The atmosphere of any college is dependent both upon the faculty and the student body, but it would appear that the faculty is ultimately responsible, since at any given time—excluding fortuitous instances of unusually strong student leadership—the tone of the students is just what the faculty in the lapse of time have allowed it to become.

The personal influence of a professor or instructor may be exerted upon individual students in different ways. It is exerted, first of all, in his class or lecture room. The man who knows his subject, is an enthusiast in it, and who is gifted with teaching power will inspire confidence and respect on those grounds, but that is not sufficient. The nature of the work he exacts from his students and his steady insistence that it shall be the student's own are, perhaps small, but, at the same time, absolutely fundamental elements in training that would eliminate loafing and dishonesty. A man's own ideas and motives are laid bare in his lecture room. No more shrewdly critical audience is to be found than an undergraduate class. They quickly put a proper estimate upon any kind of pretence in a college lecturer, and the brilliant pretender loses their respect, while a genuinely sincere, though less gifted, man may gain and retain it in growing measure. If there can be found a man possessing, in addition to the requisites for good classroom influence, high principles and a faculty for winning the friendship of his students, the college numbering him on its



teaching staff will, indeed, be fortunate. Probably, every one of us who got anything worth while out of a college course, looks back with gratitude to some one or more men who influenced our lives through permitting us to gain a friendly insight into theirs. What a tremendous debt we owe to the men who walked and talked with us, or who opened their home to us on some night of the week, giving us a chance to join a family circle, where high thinking and plain living prevailed, and—best privilege of all—to sit for a while in the same room with and hear the voice of a woman, whose training and ideals were similar to those of the mother or sister at home. A lad who enjoyed such a privilege was less likely than one who did not to forget the respect due to womanhood.

The Harvard "adviser," the Oxford tutor, and corresponding college officers in this country and in England, are doing this work, in greater or lesser degree, according to their personality, for a definitely assigned, small number of students each year, and such contact with the trained mind of a man of mature judgment and high ideals cannot fail to be of enormous benefit to the undergraduate, whose mind is being trained, whose judgment is warped by a lack of experience necessary to see things in their true perspective, and whose ideals are all in the making. So much for the influence of an individual member of a college faculty upon the individual student. We have not time to do more than touch upon some few ways in which he may make his influence felt. They might be much enlarged upon, but we must pass on to the consideration of the influence of the college faculty as a whole.

If this influence is to exert its full strength the faculty must work together as a unit for the same general ideals, and their combined influence in character-making will be the resultant of their individual influences expressed through different personalities. This resultant influence of a college faculty finds its fields of activity in dealing with the students as a body. It is entirely responsible for the intellectual life of the college: it controls college organizations of all kinds, and it is responsible for the maintenance of proper discipline amongst the students. The right direction of this influence, in its several fields of college activity, creates the kind of atmosphere that is more strengthening to character than any other.

So long as human nature remains what it is, no institution



for the higher education of young men or young women will be able to exist without some system of discipline. So long as unswerving justice is its guiding principle, no complaint will be heard from students subjected to it. Bishop Temple was wont to say that the highest compliment ever paid to him as headmaster of Rugby School was paid by one of his boys, who, writing home to his father when wrongfully accused by his housemaster of some misdoing, said, "I am going to see Temple about it. Of course, he's a beast, but he's an awfully just beast!" Systems of espionage are worse than worthless; they are fatal to good discipline. Offences must needs come, justice and firmness must be exercised, and exercised regardless of a delinquent's social popularity or athletic reputation, but he must be given what he himself would describe as a "square deal." When that has been given, and to give it implies careful consideration of many things—home training, school training, the boy's own character, the influence of his companions, and so on—extreme penalties may be inflicted and the student body will support the faculty in its decisions.

College discipline, to be good within its gates, must take cognizance of what goes on just outside them; the existence of gambling dens and worse cannot be tolerated in a college town. There are proper means for their suppression, and, when discovered, they should be suppressed. No college, however, can put evil altogether out of the sight of its students, nor, indeed, would it be wholly desirable that it should be able to do so. Such abnormal social conditions would be but an ill preparation for their work in life.

In the control of student organizations, a college faculty, probably, finds its greatest difficulty and, at the same time, its greatest opportunity in the proper direction and management of athletics. Because of their intense interest to all healthy young men, athletics might be a vehicle for the most effective character training. We are far from having realized all opportunities in this direction, either in the schools or the colleges, and until paid trainers and coaches disappear and athletics become less of a serious business than they are now, we shall not derive full benefit from their pursuit, viewed either as bodily training or a means of character training. These things have been so often said that only their urgency excuses repetition of them.

It was mentioned previously that, in the case of the individual instructor dealing with the individual student, the intellectual work of the college might be made, by class-room thoroughness and honesty, a means for moulding character. An extension of this idea from the individual student to the student body has led in some colleges to a trial of the so-called Honor System of Examinations. This system is now on trial in a few of our eastern colleges, and an analysis of it in its workings always provides material for heated argument. Its inherent weakness seems to the writer to lie in the melancholy fact that a student who will cheat will just as willingly sign a statement that he has neither given or received aid in answering the questions set. Even at its best, the system is only one of supervision—for it is assumed that information of cheating will be given—the supervision of a large number of students, rather than the supervision of a member or members of the faculty. There ought to be no implied distrust of any honest candidate in the system of faculty supervision. The presence of a proctor in the examination room is neither an insult to an honest candidate, nor an incentive to outwit the examiner by fraud. It simply expresses recognition of the fact that all men are not honest. It seems as though the very name, "Honor System," is an implication that without it all candidates would be dishonest, while, as a matter of fact, most of them are honest and the rest would be dishonest under any system, if only opportunity were offered them. The man who is dishonest cannot be made honest by signing a declaration that he will be or that he has been honest. Fear of odium may keep him honest in any specific instance where that fear is great enough, but he is not honest for all that. To put the same thing a little differently, honesty is an expression of the inward man and cannot be impressed upon him from without.

Nothing is further from the present writer's intention than to belittle the effect of the attitude of the whole student body toward individual honesty or dishonesty. On the contrary, he recognizes that this same attitude is a vital force in moulding individual honesty. But the honor system is not a good system if applied only on examination days. A fully logical honor system would imply condemnation of what is dishonest in word or deed from a man's first day at college, as a freshman, to his last, as a senior. His word must be as good as his bond in every social relation, his life clean, his daily work absolutely honest,

and his sports free from unfairness and sharp practice. Where a college faculty has so made itself felt that student opinion demands these things and their concomitants—not on set days or occasions, but every day and on all occasions—and is plainly outspoken in condemnation of their opposites, we shall find weak characters growing stronger in college until, at last, we have the man who is honest, because his own standards compel it, and not because he fears detection of his dishonesty.

#### GENERAL DISCUSSION.

REV. THOMPSON H. LANDON, BORDENTOWN MILITARY ACADEMY.—I would not so suddenly arise were it not that in this Quaker City I feel a peculiar right to follow what they call the movings of the spirit; and the spirit does move me to say a word that otherwise may not be said, but ought to be.

I notice the fact that all the papers, even including the one just given by the representative of the public school or the secondary school, largely deal with the manner in which this matter of moral impress shall be reached by colleges; very little has been said as to what should be done in the preparatory schools. I will remind you, without repeating much that has been said in the various papers, of the defects of the home training; and the result is that we preparatory school teachers and principals have to do a great deal of work that ought to have been done at home in regard to the development of the moral character and conduct of the youth sent to our care.

But, now, on the other hand, I have this thought—that the colleges have a right to expect us to send up to them youth and young men that have had some moral training; and we should not be as guilty of defects on our side toward the colleges as the homes have been in their defects toward the preparatory schools to which they send their sons. As one, who, for many years, has had charge of boys from twelve to nineteen and twenty years of age, I realize deeply that a vast responsibility is put upon us (and I now speak especially to my fellow preparatory school teachers and principals)—a vast responsibility is put upon us to send up to the colleges those who are not merely well prepared in the scholastic pursuits that we superintend as teachers, but to send up to the colleges young men that have had formed in them the essential principles of righteousness

and truth, and purity and goodness; for I doubt very much what impression could be made in the average college upon a young lad that has reached eighteen or nineteen years of age and has already formed his habits of thinking and his habits of practice. If we have neglected that which belongs to the preparatory school in that department of influence and work, then I am sorry to believe that a very little can, or will, be done toward correcting our failures in duty in the college.

Now, I want to speak, out of the great many thoughts that have come during the reading of these papers, of one single agency as an influence and force in the preparatory school training of lads from twelve to eighteen and twenty years of age; and I will confine what I have to say solely to this one point. The one instrument I refer to as being a most efficient agency for the promotion of high moral ideals and right and correct views among boys, is the simple *Word of God*, and especially the words of the Great Teacher. To familiarize boys and youth with the sayings of Jesus, with the teachings of Jesus, I have found to be in all the years of my experience and practice as a teacher the most effective of all agencies for the inculcation of the principles of righteousness and truth, of honesty and honor and everything in the line that we have heard of to-day.

MR. GEORGE PEARCE DYMOND, HOE GRAMMAR SCHOOL, PLYMOUTH, ENGLAND.—*Mr. President:* As you have been courteous enough to give me the opportunity and I am, at all events, a representative from the ancient city of Plymouth, in my own country, as we love to term it, I should like to express at this point the high appreciation of the privilege which you have accorded me of taking part in the session, and of hearing the opinions of teachers, on the spot, of the work in which they are engaged.

I have been greatly struck with the high tone of the discussions which have gone on, both yesterday and to-day. We are in a state of flux in our own country with regard to our high school education (and that is the part I particularly represent); and it seemed unfortunate that the interference of your Thanksgiving celebrations should stop our work for the time being. Though I had got on as far as Washington on my way to St. Louis, I felt this was an occasion of so great importance that it was an opportunity not to be missed, so I have come back

to Philadelphia to hear what you had to say during these discussions.

It is interesting to an Englishman to know that you like to have us here. I had been taught to believe that you rather looked down upon us; I am glad to find that you look upon us, at all events, as equals in educational attainment. I am pleased to hear the references, because we sometimes feel inclined to hide our diminished heads.

You have magnificent facilities for the carrying out of the great work to which you have given yourselves as teachers. It is a matter of envy to a high school teacher, who comes to see the spacious buildings, the evident means—resources of wealth—that we ourselves have not; and yet the same high ideals seem to be inspiring you as have been expressed, both last evening and again this morning, with regard to what the true view of higher education should be.

I am sure that we ourselves have misgivings on the very points on which misgivings have been expressed this morning. We feel it is a serious thing to take young people from their homes and transplant them to a certain distance amid surroundings to which they have not been accustomed, a change which does lead to excess in a great number. I heard someone express the thought, the other day, that, perhaps, it was better for twelve to perish in order that one should succeed—but I like to think that it is our duty to see that none perish on the way if we can possibly help it. I have been glad to hear from the papers this morning—as well as from the president last night at the Drexel Institute—those sentiments as to the need of the cultivation of the whole life of man as being the aim of all higher education. We are one brotherhood; and, though I go on the other side of the Atlantic before long, I shall feel that the same sentiments are inspiring us on both sides of the deep, and I must express my gratitude to you, Mr. President, and to those who have permitted this indulgence this morning, and to express the cordiality of the teachers, with whom I am associated, in their admiration of the work which is being done in this great Republic.

PROFESSOR ARTHUR E. MEAKER, LEHIGH UNIVERSITY.—It is true that the topic this morning is not a question. It is a question, perhaps, how we shall approach it—what we shall do to meet the obligation of college or of the school.

I would refer to one thing that I think bears upon it. There must be legislation, college legislation; of course, enforcement; but, however wise the legislation, however vigorous and loving the enforcement is, it does not wholly meet, it can not wholly meet it. It is as true now as ever, that as a man thinketh in his heart, or as a boy thinketh in his heart, so is he; the thought unguarded will bring the desire; the desire entertained, will bring the purpose; and the purpose accomplished will be the act; and the act repeated will be the habit; and the habit formed will be character—just as it ever was. As he thinketh in his heart, so is he. What are we doing to affect that thought of his heart toward these things? The individual professor must meet them. How? He is not going to meet it by wise sayings, by his disquisitions on morals, but by his own individual character, as the boy, who comes in touch with him day after day, feels it. Not as he says it, but as the boy feels it. To paraphrase Scripture, Thou that sayest that a man should not get drunk, do you indulge moderately in stimulants? Thou that abhorrest the desecration of the Sabbath, do you patronize the public conveyances on Sunday and subscribe for the Sunday newspapers? You can carry all those analogies through, and I really believe it would throw some light on the subject and bring us into more helpful touch. It seems to me that there is the germ of the trouble.

MR. WILLIAM N. MARCY, THE MACKENZIE SCHOOL.—I feel that this is particularly interesting to me to-day, because, in England, we have always had a system which calls for closer supervision of university students. And I think that it has had its disadvantages. We have, to some extent, a system of espionage, by which university proctors parade the streets to see that the fellows are not smoking (because smoking is not allowed on the streets); to see that the undergraduates are not misbehaving, and that there are no brawls. That system has its disadvantages; but we have a system which is gradually creeping into this country, which seems to me to have enormous influence on boys' characters—I can only speak from my own life; the system called the tutorial system—a system by which, on entering the university, each boy or man (if we prefer to call him), is assigned to a tutor—to a man who has to look after not only his intellectual, but also his moral welfare; who



has to find in him a friend, to whom he can go when he is in trouble; and I want to illustrate how this thing is carried out.

I remember perfectly well, one night, after winning the boat-race, we were all out in the court yard making a great deal of noise, at 11 P. M., and we were doing worse; we were burning up a portion of the rustic benches in our enthusiasm. After burning up all the benches we could lay our hands on, and making as much noise as we could, I remember dear old Professor Fanshawe came out and came over to two or three of us, saying: "I say, you fellows, don't you think you'd better go to bed?" It didn't take long for two or three of us to say to two or three others: "I say, fellows, let's us go to bed;" and soon the whole crowd was dispersed. This will give you an idea of well ordered influence on the part of a tutor.

Fanshaw picked me out, personally, and he said: "Marcy, come, and have breakfast with me to-morrow!" I went around next morning in cap and gown at 8 o'clock. When I got there, there were about eight or nine fellows. "Hello, Marcy, come in!" I went in. There was a cheery fire burning on the grate, lots of bacon and eggs (that is all Englishmen eat for breakfast, you know); and there we sat talking. When we got ready to leave Fanshawe called me over. He said:

"Marcy, do you think a man of your calibre gains anything by last night's row?"

"No, sir; I don't."

"All right, Marcy."

Do you think I would repeat the performance. No, I wouldn't; nor would any other man in the university who had a grain of self-respect. That is the sort of spirit I would like to see reigning in the universities of this country—to see the tutors or instructors drawn nearer to the fellows; to see them make closer friends of the instructors. Not all men are gifted with the same faculty of reaching boys; but there must be numbers of university professors in this country who have that faculty; and if only those instructors would take upon themselves the additional task of making friends, and close friends, of the fellows, I think that the solution of this morality question might, perhaps, be reached.

HEADMASTER J. G. CROSWELL, BREARLEY SCHOOL.—I suppose everyone here remembers Daudet's account of how the



nightingale was interrogated by the donkey, who wished to analyze her song. The donkey asked the nightingale how it was she sang. She said: "I sit on a twig and I say, 'to-whit! to-whit!'"

That may be taken as a parable to show the extreme difficulty of the artist in moral influence who tries to explain to the world how he does it. And this matter of moral influence, as the last speaker has suggested, certainly is work for artists. Not to everyone is given the power to do this work. It is interesting to notice the poignant anxiety of these college presidents and professors and headmasters over this great issue; and, to notice equally their hesitation in prescribing or indicating what is to be done. But the issue is enormous, translating these abstractions that we have heard this morning into the terms of the life of boys and girls. What an enormous issue, what tragedies, what difficulties, what histories are going on at this moment in the colleges and schools of this country! But not all the work of moral influence belongs to the college president, or to the college faculty; much must be done by the alumni, much by the undergraduates, and much by the home. And if we responsible moralists really mean it, if we can convey to the boys and girls that we do "mean it," we need no more look out for our moral influence than the nightingale has to look out for her song.

To go back to my parable, it seems to me that in a way our duty is like the duty of artists to the public. We owe the boys something, and the girls; we owe them this spectacle of men and women who mean morality. I have used the word spectacle, for, making due reservations, one may say a school is to the scholars like the spectacle of a stage play which one generation plays to the next. Some actors convey, somehow, to their audience not only that they are interested in the play, but that they are interested in the audience. It is a most curious, mysterious and subtle touch when the great actor takes hold of us and says: "This is Macbeth for you!" This influence crosses the foot-lights. They talk about throwing their voices across; it is not their voices—it is their hearts that come across. Even so with the great teachers who affect their scholars with the same feeling of personal appeal for morality.

That story of the last speaker is a case in point; and we can all match it. I was talking the other day to a man, telling me

of the great influence his college president had over his life. He said: "One day, I was stealing the clapper of the college bell. The old man caught me. He was a great man. He said something to me. I don't remember what it was; but it influenced my whole life." Such are the mysteries of the story of moral influence; it may be a look in the eye; it is something that these presidents have, who have spoken to us. Such is the influence that the colleges have on us secondary school teachers when they show us that they mean what we mean. It gives us, the subordinate people, who are interested in education and in school education, a look in the eye and a personal appeal—how much more powerful upon our feelings and actions than the raising of the standard of admission on paper. It is not the fact that the history examination is to be extended to 800 A. D. in ancient history which is important: it is the fact that the college professor in history is pleased with the improvement in our schools. This improves our work. Such is the influence that comes across to us from one telling the history of the United States in 1906—a sympathetic influence that comes upon us that encourages us and makes us act.

Now, in some way or other, that is the influence for morality which the college teacher can exert. We don't think of it nearly enough; we don't take it nearly enough to our hearts. When I first came to New York, I recollect the first day of my acquaintance there I saw a sign on the street: "Gospel meeting to-night. A converted Harvard student will address the meeting." I am in that way a converted college instructor; I want to give my testimony as such; and it will not be invidious if I attack myself. I did not do all my duty; and I think none of us do; we are too modest about it; we are modest about our ethical, professional effect; we are too modest about our influence; we are modest about—perhaps about our expertness in athletics, or some other boyish gift. We retire too far from the children. All those things check the legitimate personal influence of the older upon the younger. Let us do more of that—think more of the children, for they are children. Let us remember how they watch the grown-up spectacle. Let us remember that we are enacting the morality play which is affecting the next generation; let us play our parts with the love and interest which artists give their best work.

THE PRESIDENT.—That school or college, in England or America, or in the world, which does not cherish, as its choicest traditions, stories like those to which we have listened of the half unconscious but intentional touch of the high character—of the artist in character—that school or college is unfortunate in the extreme.

I remember the woman in middle life, who told me the story of being sent to the father of this Association years ago for some trivial misconduct in college. She went in fear and trembling, and she said: "I have loved him from that hour." I know at this moment I have the happiness of working with—I have in mind particularly one woman of sweetly shy, old-fashioned manner, whose spirit comes out from day to day unconsciously as the nightingale makes her notes, and as beautifully and as effectively. It is the purpose of this discussion this morning to make more of this; it will lead us to turn our hearts and our minds more definitely and more earnestly to this work, that it may be increased in its value, in its effectiveness, in its possibility for us in our own schools, among the people with whom we deal every day.

I think we ought to turn now, if you will pardon me for thus projecting my own remarks into the close of the meeting, to the formal business of the Association.

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#### MISCELLANEOUS BUSINESS.

First Session, Friday, November 30th.

The President appointed the following temporary committees:

*On Nominations:* Principal Charles D. Larkins, Manual Training High School, Brooklyn, N. Y.; President John S. Stahr, Franklin and Marshall College, Lancaster, Pa.; Professor William A. Lamberton, University of Pennsylvania, Philadelphia; Professor George P. Bristol, Cornell University, Ithaca, N. Y., and Principal Stanley E. Yarnall, Germantown Friends' School.

*On Audit:* Mr. J. I. Robb, Northeast Manual Training High School, Philadelphia; Professor Henry Dallas Thompson, Princeton University, Princeton, N. J.

Fourth Session, Saturday, December 1st.

Dr. JOHN B. KIEFFER, Treasurer, gave his report as follows:

*To the Association of the Colleges and Preparatory Schools of the Middle States and Maryland:*

GENTLEMEN: I herewith present my report of the state of the treasury of your Association for the year 1905-06. Accompanying it is a detailed statement of receipts and disbursements, together with the necessary vouchers.

The receipts amounted to \$1,653.82, and the disbursements to \$1,028.40, leaving in my hands to-day a balance of \$625.42, to which will be added, in January next, when the interest on the certificate of The Farmers' Trust Company is due, the sum of \$21.00, making the entire amount of balance \$646.42. The expenses were heavier than for the year preceding, and the balance accordingly is \$112.49 less than reported last year.

I append a summary of receipts and disbursements, as follows:

#### RECEIPTS.

Balance in hand November 28th, 1905.....	\$758 91
Membership dues for 1902-03, 1 school.....	5 00
Membership dues for 1903-04, 3 schools.....	15 00
Membership dues for 1904-05, 7 schools.....	35 00
Membership dues for 1905-06, 162 schools.....	810 00
Membership dues for 1906-07, 2 schools.....	10 00
Amount advanced by the treasurer.....	19 91
Amount of receipts .....	\$1,653 82

#### DISBURSEMENTS.

For Executive Committee's expenses....	\$119 95
For reporters, typewriters, clerks, &c....	118 52
For postage, expressage, telegrams.....	108 29
For printing and stationery.....	431 35
For salaries and visiting lecturers.....	207 60
For expense of delegate to Williams College Conference.....	22 78
For advance to Treasurer by J. B. Kieffer.	19 91
Amount of disbursements.....	\$1,028 40
Leaving in my hands a balance of.....	\$625 42
The accounts balancing.....	\$1,653 82

The interest, which will be due in January next, as above mentioned, will increase this balance to \$646.42.

Of the colleges and schools at present holding membership in your Association, one has paid no dues for 1902-03; four have paid no dues for 1903-04; nine for 1904-05, and eighteen for 1905-06. Of this amount, \$160.00, a considerable portion will be paid during the coming year.

Respectfully submitted,

JOHN B. KIEFFER, *Treasurer.*

*Lancaster, Penna., Nov. 29th, 1906.*

The Auditing Committee made the following report: We, a committee, appointed by the President of the Association, have examined the accounts and vouchers of John B. Kieffer, Treasurer, and find the same correct to date, Nov. 30, 1906.

J. I. ROBB,

HENRY DALLAS THOMPSON,  
*Committee.*

#### REPORT OF THE NOMINATING COMMITTEE.

Chairman Charles D. Larkins reported as follows for this committee:

For the officers of the Association for the year 1906-07 we suggest these gentlemen:

*President*, President Woodrow Wilson, Princeton University, Princeton, N. J.

*Vice-Presidents*, Headmaster Walter R. Marsh, The Pingry School, Elizabeth, N. J.; Dean Walter F. Willcox, Cornell University, Ithaca, N. Y.; President Robert Ellis Thompson, Central High School, Philadelphia, Pa.; President Thomas Fell, St. John's College, Annapolis, Md.; Principal Herschel A. Norris, Friends' School, Wilmington, Del.

*Secretary*, Professor Arthur H. Quinn, University of Pennsylvania, Philadelphia, Pa.

*Treasurer*, Professor John B. Kieffer, Franklin and Marshall College, Lancaster, Pa.

*Executive Committee* (President, Secretary and Treasurer, ex-officio), Principal William W. Birdsall, Girls' High School, Philadelphia, Pa.; Dr. Edward J. Goodwin, University of the State of New York, Albany, N. Y.; Dr. Martin G. Brum-

baugh, Superintendent of Schools, Philadelphia, Pa.; Dean Thomas M. Balliet, New York University.\*<sup>1</sup>

The Secretary was, on motion, instructed to cast a ballot in the name of the Association for the above-named officers, and they were accordingly declared elected.

#### REPORT OF THE EXECUTIVE COMMITTEE.

THE SECRETARY.—I have the following items of business transacted by the Executive Committee to report:

The Executive Committee report that they have admitted the Holman School, of Philadelphia; the Rand Collegiate School, of Trenton, and the Franklin and Marshall Academy, of Lancaster, to the Association.

They have also referred to the Association, for its action, the report of Professor Ames, the delegate to the Conference at Williamstown, held in August, 1906. I will ask Professor Ames to make an informal report, supplementing the printed report, which has been distributed to the members present at the business meeting.

I would call the attention of members particularly to two points, which the Executive Committee referred to them. The first is the resolution that this conference recommends, that a permanent commission be established for the purpose of considering, from time to time, entrance requirements and matters of mutual interest to colleges and preparatory schools. It thereby becomes the privilege of this meeting to ratify that action of the Executive Committee, if they so desire, by the appointment of a delegate to such a permanent commission.

PROFESSOR HERMAN V. AMES.—This gathering, as you see from the report of the meeting, was called by the Association of State Universities. It was really prompted by a paper read by President McLean, of Iowa University, at the meeting of that Association last year; and this led to the invitation of our own Association and other similar associations, including, also, the College Entrance Examination Board, to participate in this conference. The conference assembled early in August, at Williamstown, Massachusetts. The first evening, when we gathered together, I think possibly every

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\*<sup>1</sup> Dean Balliet resigned from the committee, owing to his inability to attend the meetings. The President appointed Director Francis Ransom Lane, of the Tome Institute, Port Deposit, Maryland.

person there, with perhaps the exception of President McLean, was utterly at sea as to what we were to do. After, however, a free conference during that evening, we adjourned; but the effect of sleeping over the remarks of the conference of the night before led the next morning to a crystallization of certain ideas almost in common; so several of us were led to suggest, for example, the first resolution; and every resolution that was passed, I may say, was passed by the unanimous approval of all present.

Now the conference did not attempt to go into the discussion of the relative merits of the examining or the certificating system; they simply took for granted the fact that those two systems had come, and had come to stay, and therefore we must try—if we were to carry out the ideas which prompted the calling of this conference—to adapt ourselves to the situation. Now, it is well known, probably, by most of you here, that the North Central Association has a commission to accredit schools. This was possible by reason of the fact that most of the State universities had already an accredited list of schools. Their list, however, is a sifted list from that of the State universities and has worked, as I understand, with utmost satisfaction—the system of certificates being the prevailing system in the North Central States.

On the other hand, in New England, where conditions are quite similar to those which prevail in our own district, there is a College Entrance Certificating Board, composed of some eleven different colleges, each college being represented on that board and having an executive committee, who pass upon the applications from schools. These are reported to the general board and are confirmed by a two-thirds vote. I might say, further, that it depends upon the record of students sent to college within the period of three years, whether or not the school shall be admitted; but I will not stop to explain the details of that system. Suffice it to say that the colleges that receive students on certificates find that it works more satisfactorily than the old system, where each college issued its own certificates for itself. It has raised a standard higher than before, and prevented many of the abuses to which the system was liable.

Accordingly, I was prompted to move a resolution recommending to this Association and also to the Association of



Colleges and Preparatory Schools of the Southern States, that each association should consider the desirability of organizing a college entrance certificating board or a commission for accrediting schools. I see that one of my colleagues, Mr. Farrand, is present; and I hope he will have an opportunity to express his views on this subject.

THE PRESIDENT.—We have immediately before us the first resolution.

PROFESSOR AMES.—I would say, the results of our conference would lead me to urge the passage of this first resolution on page 3; because it was the unanimous consensus of opinion that similar conferences would be needed in the future, and that a permanent board should be established for that purpose.

THE PRESIDENT.—This proposes to establish a permanent commission for the purpose of considering matters of interest to colleges and preparatory schools, on which it is proposed this Association shall appoint one member.

It was, on motion, agreed that the President appoint for this Association a representative in such a commission as had been proposed, when the commission shall have been organized.

The President appointed as the representative of the Association, Professor Herman V. Ames, of the University of Pennsylvania.

THE PRESIDENT.—Let us then take up the following resolution:

*Resolved*, That this conference recommends to the Association of Colleges and Preparatory Schools of the Middle States and Maryland and to the Association of Colleges and Preparatory Schools of the Southern States that each consider the desirability of organizing a College Entrance Certificate Board or a commission for accrediting schools.

After some discussion, it was, on motion, agreed that the President should appoint a committee to consider this recommendation of the Williamstown Conference, and report at the next meeting of the Association.

The President appointed the following committee: Professor Edwin S. Crawley, University of Pennsylvania, chairman; Professor Thomas S. Fiske, Columbia University; Mr. Wilson Farrand, Newark Academy; Dean John B. VanMeter, Woman's College of Baltimore, and Dr. W. R. Crabbe, Shady-side Academy, Pittsburgh.

### NEW BUSINESS.

The following resolution, offered by Headmaster Louis L. Hooper, of the Washington School, was passed:

*Resolved*, That this Association heartily approve the recent changes made by Harvard College in the condition under which its entrance examinations are held, namely: that preliminary examinations may be taken one or more years before the finals, and that a certificate of credit will be granted for each preliminary examination passed, no matter what the number of such examinations may be; be it further

*Resolved*, That this Association respectfully recommend to the several colleges, which are members of it, that they make similar changes in their entrance requirements; and be it further

*Resolved*, That copies of this resolution be sent by the Secretary of this Association to each of the colleges which are members of the Association.

The question of reduced railway fares was brought up by the Secretary in consequence of there not having been one hundred certificates presented to the Treasurer. In consequence, the agent of the Trunk Line Association refused to grant members the privilege of paying one-third fare on the return journey. In previous years, the Trunk Line had always counted all return tickets for which more than \$.75 had been paid, but, owing to a decision of the Interstate Commerce Commission, this is no longer allowed. The Secretary explained that notice of this change had been sent so late (Nov. 28th), that it had been impossible to notify members.

After considerable discussion as to the responsibility of the Association in the matter and the future policy to be pursued, it was, on motion, ordered that the Association should, in the future, not apply for this reduction, and that it should not be advertised on the program.

The President appointed as representatives of the secondary schools on the College Entrance Examination Board: Messrs. J. G. Crosswell, of New York; Wilson Farrand, of Newark; J. L. Patterson, of Philadelphia; Julius Sachs, of New York, and Randall Spaulding, of Montclair.

PRESIDENT THOMAS FELL.—I think we ought not to adjourn before presenting a motion expressive of our high appreciation, in the first place, Sir, to yourself, for the manner in which you have conducted the business of a most entertaining program; and, in the second place, to the conjoint principals of the higher schools of Philadelphia, for the entertainment and hospitality they have shown us. I am sure that we will go away from Philadelphia with a most grateful sense of the kindness that has been shown to us while here.

This motion was carried.

THE PRESIDENT.—I think I ought to say, on behalf of the Faculties of the higher schools of Philadelphia: the Philadelphia Normal School, the Central High School, the two Manual Training High Schools, the Commercial High School for Girls, and the High School for Girls, that the anticipation of this meeting, the preparation for it, has been a very great pleasure and opportunity for the members of those Faculties. The meeting, itself, has been greatly enjoyed by a large number of men and women working in those schools; and I am sure that those Faculties have gotten from the work that they have done in this connection vastly more than they have been able to do for the Association. For myself, I want to extend to you my thanks for the courteous treatment which you have given me as a presiding officer, and for the assistance of everybody concerned in carrying on the work of the Association.

A motion to adjourn will be in order.

The meeting then adjourned.

OFFICERS OF THE ASSOCIATION 1905-1906.

**President.**

Principal WILLIAM W. BIRDSALL, High School for Girls, Philadelphia, Pa.

**Vice-Presidents.**

Principal JAMES M. GREEN, State Model School, Trenton, N. J.

President JOSEPH SWAIN, Swarthmore College, Swarthmore, Pa.

Principal JOHN G. WIGHT, Wadleigh High School, New York City.

Dean JOHN B. VANMETER, Woman's College, Baltimore, Md.

President GEORGE A. HARTER, Delaware College, Newark, Del.

**Secretary.**

Professor ARTHUR HOBSON QUINN, University of Pennsylvania, Philadelphia, Pa.

**Treasurer.**

Professor JOHN B. KIEFFER, Franklin and Marshall College, Lancaster, Pa.

**Executive Committee.**

President, Secretary and Treasurer, ex-officio.

President RUSH RHEES, University of Rochester, Rochester, N. Y.

President THOMAS FELL, St. John's College, Annapolis, Md.

Dr. EDWARD J. GOODWIN, University of the State of New York, Albany, N. Y.

Dr. JAMES G. CROSWELL, Headmaster of the Brearley School, New York City.

PUBLICATIONS OF THE ASSOCIATION FOR 1906.

Proceedings of the Nineteenth Annual Convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, held at St. John's College, Annapolis, Maryland, December 1st and 2nd, 1905:

Address of Welcome by President Thomas Fell, St. John's College.

Response by President Rush Rhees, University of Rochester.

The Proper Place in American Education for Instruction in Commercial and Industrial Subjects: Dr. Cheesman A. Herrick, Director of the School of Commerce, Central High School, Philadelphia, Pa.; Professor James T. Young, Director of the Wharton School of Finance and Commerce, University of Pennsylvania, Philadelphia, Pa.; Mr. John H. Converse, of Philadelphia.

Discussion: Professor Jacob H. Hollander, Johns Hopkins University.

Should Colleges and Universities Refuse to Allow Any Student to Compete in an Intercollegiate Athletic Contest Until He shall Have Completed One Year's Work? Professor Victor H. Lane, University of Michigan; Reverend Charles B. Macksey, S.J., Georgetown University, Washington, D. C.; Dr. Albert L. Sharpe, Medical Director of the William Penn Charter School, Philadelphia, Pa.

Discussion: Professor B. V. Cissel, St. John's College, Annapolis, Md.; Rev. Thompson H. Landon, Bordentown Military Institute, Bordentown, N. J.; President Ethelbert D. Warfield, Lafayette College, Easton, Pa.; Chancellor Samuel B. McCormick, Western University of Pennsylvania, Allegheny, Pa.

President's Address, Secondary English Once More: President Rush Rhees, University of Rochester.

Do the College Entrance Requirements in Mathematics Demand a Disproportionate Amount of Time in the Secondary School Curriculum? Dr. John L. Tildsley, New York High School of Commerce, New York City; Professor David Eugene Smith, Teachers' College, Columbia University; Mr. Wilson Farrand, Headmaster of the Newark Academy, Newark, N. J.

Discussion: Professor Edwin S. Crawley, University of Pennsylvania; Professor Charles DeGarmo, Cornell University; Director A. W. Harris, Jacob Tome Institute, Port Deposit, Md.

## LIST OF MEMBERS. 1906-7

LOCATION.	INSTITUTION.	HEAD OF INSTITUTION.
Albany, N. Y. ....	St. Agnes School .....	Catharine Regina Seabury.
Albany, N. Y. ....	Univ. of the State of N. Y. ....	Andrew S. Draper, LL.D.
Alfred, N. Y. ....	Alfred University .....	Boothe C. Davis, Ph.D.
Allegheny, Pa. ....	Allegheny Preparatory School.	Wilmot R. Jones.
Allegheny, Pa. ....	Western University of Pa. ...	John A. Brashear, D.Sc., LL.D.
Allentown, Pa. ....	Muhlenberg College .....	Rev. John A. W. Haas, D.D.
Annandale, N. Y. ...	St. Stephen's College .....	Rev. Thomas R. Harris, D.D.
Annapolis, Md. ....	St. John's College .....	Thomas Fell, Ph.D., LL.D.
Annapolis, Md. ....	Lebanon Valley College .....	Rev. A. P. Funkhouser, B. S.
Asbury Park, N. J. ...	Asbury Park High School ....	Frederick S. Shepherd, Ph.D.
Aurora, N. Y. ....	Wells College .....	Rev. Geo. Morgan Ward, M.A., D.D.
Baltimore, Md. (625 St. Paul St.) .....	Arundell School for Girls ....	Elizabeth Maxwell Carroll, B.A.
Baltimore, Md. ....	Baltimore City College .....	Francis A. Soper, M.A.
Baltimore, Md. (311 Courtland St.) ....	Baltimore Polytechnic Institute.	William R. King, U.S.N.
Baltimore, Md. (Cathedral and Pres- ton Sts.) .....	Bryn Mawr School .....	Edith Hamilton, M.A.
Baltimore, Md. ....	(The) Country School .....	S. Wardwell Kinney, B.A., M.A.
Baltimore, Md. ....	Friends' School .....	E. C. Wilson, B.S.
Baltimore, Md. (24th and St. Paul's Sts.) ..	Girls' Latin School .....	Leonard A. Blue.
Baltimore, Md. ....	Johns Hopkins University ....	Ira Remsen, M.D., Ph.D., LL.D.
Baltimore, Md. ....	Maryland State Normal School	George Washington Ward, Ph.D.
Baltimore, Md. ....	Woman's College .....	John Franklin Goucher, LL.D.
Bayonne, N. J. ....	Bayonne City High School ...	P. H. Smith, Ph.B.
Beaver, Pa. ....	Beaver College .....	Rev. Arthur Staples, M.A., B.D.
Bethlehem, Pa. ....	Bethlehem Preparatory School.	H. A. Foering, B.S.
Bethlehem, Pa. ....	Moravian Parochial School ...	Albert G. Rau, M.S.
Bethlehem, Pa. ....	Moravian Seminary .....	J. Max Hark, D.D.
Birmingham, Pa. ...	Birmingham School for Girls..	{ Miss N. J. Davis. { James G. Miller.
Blairsville, N. J. ....	Blair Academy .....	John C. Sharpe.
Blairsville, Pa. ....	Blairsville College .....	Rev. N. D. Fiscus.
Bordentown, N. J. ...	Bordentown Military Inst. ....	Rev. Thompson H. Landon, M.A., D.D.
Brooklyn, N. Y. (Clif- ton Pl., St. James Pl. and Lafayette Av.) .....	Adelphi College .....	Charles H. Levermore, Ph.D.
Brooklyn, N. Y. (185 Lincoln Pl.) .....	Berkeley Institute .....	Julian W. Abernethy, Ph.D.
Brooklyn, N. Y. ....	Boys' High School .....	John Mickleborough, Ph.D.
Brooklyn, N. Y. (Drigg's Av. and S. 3d St.) .....	Eastern District High School..	William T. Vlymen, A.M., Ph.D.
Brooklyn, N. Y. ....	Erasmus Hall High School ...	W. B. Gunnison.
Brooklyn, N. Y. ....	Girls' High School .....	W. L. Felter, Ph.D.
Brooklyn, N. Y. ....	Manual Training High School.	Charles D. Larkins, Ph.B.
Brooklyn, N. Y. ....	Packer Institute .....	Truman J. Backus, LL.D.
Brooklyn, N. Y. (99 Livingston St.) ...	Polytechnic Prep. School ....	Alvan E. Duerr.
Bryn Mawr, Pa. ....	Bryn Mawr College .....	Miss M. Carey Thomas, Ph.D., LL.D.
Bryn Mawr, Pa. ....	The Baldwin School .....	Florence Baldwin, Ph.B.
Buffalo, N. Y. ....	Canisius College .....	Rev. Augustine A. Miller, S.J.
Burlington, N. J. ...	St. Mary's Hall .....	John Fearnley, M.A.
Canton, N. Y. ....	St. Lawrence University .....	Almon Gunnison, D.D., LL.D.

## LIST OF MEMBERS, 1906-7 (CONTINUED)

LOCATION.	INSTITUTION.	HEAD OF INSTITUTION.
Carlisle, Pa. ....	Dickinson College .....	George Edward Reed, D.D., LL.D.
Chambersburg, Pa. ....	Wilson College .....	M. H. Reaser, Ph.D.
Chester, Pa. ....	Chester High School .....	Joseph G. Smedley.
Chestertown, Md. ....	Washington College .....	James W. Cain, LL.D.
Chestnut Hill, Pa. ....	Chestnut Hill Academy .....	James L. Patterson.
Clinton, N. Y. ....	Hamilton College .....	M. Woolsey Stryker, D.D., LL.D.
Collegeville, Pa. ....	Ursinus College .....	George L. Omwake, Dean.
Columbia, Pa. ....	Columbia High School .....	Mary Y. Welsh.
Dobbs Ferry, N. Y. ..	The Mackenzie School .....	Rev. James C. Mackenzie, Ph.D.
East Orange, N. J. ..	East Orange High School .....	Charles W. Evans.
Easton, Pa. ....	Easton High School .....	William A. Jones.
Easton, Pa. ....	Lafayette College .....	Ethelbert D. Warfield, LL.D.
Elizabeth, N. J. ....	Pingry School .....	W. R. Marsh, B.A.
Frederick, Md. ....	Woman's College .....	Joseph H. Apple, M.A.
Garden City, L. I. ....	St. Paul's School .....	Frederick L. Gamage, M.A.
Geneva, N. Y. ....	Hobart College .....	Rev. Langdon C. Stewardson, LL.D.
George School, Pa. ....	George School .....	I. S. Walton, Ph.D.
Georgetown, D. C. ....	Georgetown College .....	President of Georgetown University.
Germantown, Pa. (Coulter St.) .....	Friends' School .....	Stanley R. Yarnall.
Germantown, Pa. ....	Germantown Academy .....	William Kershaw, Ph.D.
Hagerstown, Md. ....	Kee Mar College .....	J. Emory Shaw.
Hamilton, N. Y. ....	Colgate Academy .....	Frank L. Shephardson, M.A.
Hamilton, N. Y. ....	Colgate University .....	George E. Merrill, D.D., LL.D.
Haverford, Pa. ....	Haverford College .....	Isaac Sharpless, D.Sc., LL.D.
Haverford, Pa. ....	Haverford School .....	Charles S. Crossman, B.A., LL.B.
Hightstown, N. J. ..	Peddle Institute .....	Roger W. Sweetland, B.A.
Ithaca, N. Y. ....	Cornell University .....	J. G. Schurman, M.A., D.Sc., LL.D.
Kingston, Pa. ....	Wyoming Seminary .....	Rev. L. L. Sprague, M.A., D.D.
Lancaster, Pa. ....	Franklin and Marshall Acad. ....	E. M. Hartman, A.M.
Lancaster, Pa. ....	Franklin and Marshall College .....	John S. Stahr, Ph.D., D.D.
Lancaster, Pa. ....	Miss Stahr's School .....	Alice H. Byrne.
Lancaster, Pa. ....	Yeates School .....	Rev. Frederick Gardiner.
Lansdowne, Pa. ....	Lansdowne High School .....	Walter L. Philips, A.M.
Lawrenceville, N. J. ..	Lawrenceville School .....	S. J. McPherson, Ph.D.
Lewisburg, Pa. ....	Bucknell University .....	John H. Harris, D.D.
Lititz, Pa. ....	Linden Hall Seminary .....	Rev. Charles D. Kreider, B.A.
McDonogh, Md. ....	McDonogh School .....	Sidney T. Moreland.
Meadville, Pa. ....	Allegheny College .....	William H. Crawford, D.D.
Mercersburg, Pa. ....	Mercersburg Academy .....	William Man Irvine, Ph.D.
Mohegan, N. Y. ....	Mohegan Lake School .....	{ Henry Waters, M.A. { Albert E. Linder, M.A.
Montclair, N. J. ....	Montclair Military Academy .....	John G. Mac Vicar.
Montclair, N. J. ....	Montclair Public High School .....	Randall Spaulding, B. A.
Morristown, N. J. ....	Morristown School .....	Francis C. Woodman.
Myerstown, Pa. ....	Albright College .....	James D. Woodring, M.A., D.D.
New Brighton, N. Y. ..	Staten Island Academy .....	Frederick E. Partington, M.A.
New Brunswick, N. J. ..	Rutgers College .....	Austin Scott, Ph.D., LL.D.
New Brunswick, N. J. ..	Rutgers Preparatory Academy .....	Eliot R. Payson, Ph.D.
New York City (72 St. Nicholas Av.) ..	Barnard School for Boys .....	Wm. Livingston Hazen, B.A., LL.B.
New York City (17 W. 44th St.) .....	Brearley School .....	J. G. Croswell, B.A.
New York City .....	College of the City of New York .....	John H. Finley, Ph.D., LL.D.
New York City (30 W. 16th St.) .....	College of St. Francis Xavier .....	Rev. D. W. Hearn, S.J.
New York City (241 W. 77th St.) .....	Collegiate School .....	L. C. Mygatt, M.A., L.H.D.
New York City (34 and 36 E. 51st St.) ..	Columbia Grammar School .....	Benjamin Howell Campbell, M.A.



LIST OF MEMBERS, 1906-07 (CONTINUED)

LOCATION.	INSTITUTION.	HEAD OF INSTITUTION.
New York City .....	Columbia University .....	Nicholas Murray Butler, Ph.D., LL.D.
New York City (20 E. 50th St.) .....	Cutler School .....	A. H. Cutler, B.A., Ph.D.
New York City (39th St. and 8th Ave.) ..	De Witt Clinton High School.	John T. Buchanan, M.A.
New York City (116 W. 59th St.) .....	Dr. J. Sachs' School for Girls	Julius Sachs, B.A., Ph.D.
New York City (226 E. 16th St.) .....	Friends' Seminary .....	Edward B. Rawson, B.S.
New York City ....	Horace Mann High School...	Virgil Prettyman.
New York City (35 W. 84th St.) .....	Irving School .....	Louis Dwight Ray, M.A., Ph.D.
New York City (65 E. 83d St.) .....	Loyola School .....	Rev. N. N. McKinnon, S.J.
New York City (Grand Boulevard and 131st St.) ....	Manhattan College .....	Brother Jerome.
New York City (340 W. 86th St.) .....	Misses Ely's School .....	Elizabeth L. Ely.
New York City (164 W. 75th St.) .....	Misses Rayson's School .....	Amy Rayson, M.A.
New York City (Boston Road and 166th St.) .....	Morris High School .....	John H. Denbigh, M.A.
New York City (Park Av. and 68th St.) .....	Normal College .....	J. A. Gillet.
New York City .....	New York University .....	Henry M. MacCracken, D.D., LL.D.
New York City (38 W. 59th St.) .....	Sachs' Collegiate Institute ....	Otto Koenig, J.U.D.
New York City (114th St. and 7th Av.) ..	Wadleigh High School .....	John G. Wight, Ph.D.
Newark, Del. ....	Delaware College .....	George A. Harter, M.A., Ph.D.
Newark, N. J. ....	Newark Academy .....	Wilson Farrand.
Newark, N. J. ....	Newark Public High School..	W. E. Stearns, M.A.
Ocean Grove, N. J. ..	Neptune Township High School .....	L. A. Doren.
Ogontz, Pa. ....	Cheltenham Academy ...	Arthur T. Emory, B.A.
Orange, N. J. ....	Dearborn-Morgan Schoc ...	{ David A. Kennedy, Ph.D. { Mrs. Abby B. Morgan.
Ossining, N. Y. ....	Dr. Holbrook's School .....	Dwight Holbrook, Ph.D.
Ossining, N. Y. ....	Mt. Pleasant Academy .....	C. F. Brusie, M.A.
Paterson, N. J. ....	Paterson High School .....	J. A. Reinhart.
Pennsburg, Pa. ....	Perkiomen Seminary .....	Rev. O. S. Kriebel, M.A.
Philadelphia (2011 De Lancey Pl.) ...	(The) Agnes Irwin School ...	Sophy Dallas Irwin.
Philadelphia, (Broad and Green Sts.)...	Central High School .....	Robert Ellis Thompson, Ph.D., D.D.
Philadelphia (17th and Wood Sts.)...	Central Manual Training High School .....	William L. Sayre, A.M.
Philadelphia, Pa. ....	Episcopal Academy .....	William H. Klapp, M.A., M.D.
Philadelphia (15th and Race Sts.) ....	Friends' Central High School.	{ Boys' Dep't., J. Eugene Baker. { Girls' Dep't., Anna W. Speakman.
Philadelphia (140 N. 16th St.) .....	Friends' Select School .....	J. Henry Bartlett.
Philadelphia (Broad and Green Sts.)...	Girls' Commercial High School	Emily L. Graham.
Philadelphia (17th and Spring Garden Sts.) .....	High School for Girls .....	W. W. Birdsall.
Philadelphia (2209 Walnut St.) .....	Holman School for Girls....	Louise Holman Haynes.

## LIST OF MEMBERS, 1906-07 (CONCLUDED)

LOCATION.	INSTITUTION.	HEAD OF INSTITUTION.
Philadelphia, Pa. ....	Northeast Manual Training High School .....	Andrew J. Morrison, Ph.D., Sc.D.
Philadelphia (1720 Arch St.) .....	Philadelphia Collegiate Institute for Girls .....	Susan C. Lodge.
Philadelphia (1301 Spring Garden St.) .....	Philadelphia Normal School for Girls .....	J. Monroe Willard.
Philadelphia, Pa. ....	Temple College .....	Rev. R. H. Conwell.
Philadelphia, Pa. ....	University of Pennsylvania ...	Charles C. Harrison, LL.D.
Pittsburgh, Pa. (4721 Fifth Ave.) .....	Miss Stuart's School .....	Ella Gordon Stuart.
Pittsburgh, Pa. ....	Central High School .....	Edward Rynearson, A.M.
Pittsburgh, Pa. ....	Shady Side Academy .....	W. R. Crabbe, Ph.D.
Pittsburgh, Pa. (Shady Av.) .....	Thurston Preparatory School.	Alice M. Thurston.
Plainfield, N. J. ....	Plainfield High School .....	I. W. Travell.
Port Deposit, Md. ...	Tome Institute .....	Francis Ransom Lane.
Pottstown, Pa. ....	Hill School .....	John Meigs, Ph.D.
Poughkeepsie, N. Y. ...	Riverview Academy .....	J. B. Bisbee, M.A.
Poughkeepsie, N. Y. ...	Vassar College .....	James M. Taylor, D.D., LL.D.
Princeton, N. J. ....	Princeton University .....	Woodrow Wilson, LL.D.
Reading, Pa. ....	Boy's High School .....	Robert S. Birch, B.A.
Redbank, N. J. ....	High School .....	S. V. Arrowsmith.
Rochester, N. Y. ....	University of Rochester .....	Rush Rhees, LL.D.
Rye, N. Y. ....	Rye Seminary .....	Mrs. Life and the Misses Stowe.
Schenectady, N. Y. ...	Union College .....	A. V. V. Raymond, D.D., LL.D.
S. Bethlehem, Pa. ...	Lehigh University .....	Henry S. Drinker, LL.D.
State College, Pa. ...	Pennsylvania State College ...	Judson P. Welsh, A.M., Ph.D.
Summit, N. J. ....	Kent Place School .....	Mrs. Sarah Woodman Paul.
Swarthmore, Pa. ....	Swarthmore College .....	Joseph Swain, LL.D.
Swarthmore, Pa. ....	Swarthmore Prep. School .....	Arthur H. Tomlinson.
Syracuse, N. Y. ....	Syracuse University .....	Rev. Jas. Roscoe Day, S.T.D., LL.D.
Trenton, N. J. ....	Rand Collegiate School .....	Edwin W. Rand, M.A.
Trenton, N. J. ....	State Model School .....	James M. Green, Ph.D.
Troy, N. Y. ....	Emma Willard School .....	Anna Leach, M.A.
Utica, N. Y. ....	The Balliol School .....	{ Mrs. Louise Sheffield Brownell Saunders, B.A. Edith Rockwell Hall, B.A.
Warren, Pa. ....	Warren High School .....	W. L. MacGowan.
Washington, D. C. ...	George Washington University	Charles W. Needham, D.D., LL.D.
Washington, D. C. ...	Friends' School .....	Thomas W. Sidwell.
Washington, D. C. ...	Gallaudet College .....	Edw. Minor Gallaudet, Ph.D., LL.D.
Washington, D. C. ...	Howard University .....	Rev. Wilbur P. Thirkield, D.D., LL.D.
Washington, D. C. ...	The Washington School for Boys .....	Louis L. Hooper, A.M.
Washington, Pa. ....	Washington and Jefferson Academy .....	James N. Rule.
Washington, Pa. ....	Washington and Jefferson College .....	James D. Moffatt, D.D.
Wayne, Pa. ....	St. Luke's School .....	Charles Henry Strout, M.A.
Waynesburg, Pa. ....	Waynesburg College .....	A. F. Lewis, A.M.
West Chester, Pa. ...	State Normal School .....	G. M. Phillips, M.A., Ph.D.
West Chester, Pa. ...	West Chester High School ...	Addison L. Jones, M.A.
Westminster, Md. ...	Western Maryland College ...	Rev. Thomas Hamilton Lewis, D.D.
Westtown, Pa. ....	Westtown Boarding School...	William F. Wickersham.
Wilmington, Del. ....	Friends' School .....	Herschel A. Norris, M.A.
Wilmington, Del. ....	High School .....	A. H. Berlin.
Yonkers, N. Y. ....	Halsted School .....	Mary S. Jenkins.
Yonkers, N. Y. ....	Yonkers High School .....	William A. Edwards.
York, Pa. ....	Collegiate Institute .....	Rev. E. T. Jeffers, D.D., LL.D.

DELEGATES REGISTERED, 1906.

- ABINGTON FRIENDS' SCHOOL, *Jenkintown, Pa.* Louis B. Ambler.
- ALBRIGHT COLLEGE, *Myerstown, Pa.* Clellan A. Bourman, Walter J. Dech, A. E. Gobble.
- BALDWIN SCHOOL, *Bryn Mawr, Pa.* Jane L. Brownell, Esther C. M. Steele.
- BALLIOL SCHOOL, *Utica, N. Y.* Miss E. Rockwell Hall.
- BALTIMORE CITY COLLEGE, *Baltimore, Md.* Phillip H. Friese, Wightman F. Melton, Mr. and Mrs. Francis A. Soper.
- BALTIMORE PUBLIC SCHOOLS, *Baltimore, Md.* Henry S. West.
- BEAVER COLLEGE, *Beaver, Pa.* President Arthur Staples.
- BERKELEY INSTITUTE, *Brooklyn, N. Y.* Principal J. W. Abernethy.
- BETHLEHEM PREPARATORY SCHOOL, *Bethlehem, Pa.* Jonathan D. Craig, H. A. Foering, F. A. Johnson, R. E. Martin, Thomas K. Smith.
- BORDENTOWN MILITARY INSTITUTE, *Bordentown, N. J.* Rev. T. H. Landon.
- BIRMINGHAM SCHOOL FOR GIRLS, *Birmingham, Pa.* N. J. Davis.
- BREARLEY SCHOOL, *New York City.* Headmaster, J. G. Crosswell.
- BROOKLYN MANUAL TRAINING HIGH SCHOOL, *Brooklyn, N. Y.* Principal, Charles D. Larkins, Edith M. Luther.
- BROOKLYN HIGH SCHOOL FOR GIRLS, *Brooklyn, N. Y.* William L. Felter.
- BYRN MAWR COLLEGE, *Bryn Mawr, Pa.* Mary P. Clarke, Minnie A. Graham, Percy W. Long, Sara B. L. Pabourn.
- BUCKNELL UNIVERSITY, *Lewisburg, Pa.* Thomas A. Edward, President John H. Harris.
- CAMDEN HIGH SCHOOL, *Camden, N. J.* H. Ross Smith.
- CAPE MAY HIGH SCHOOL, *Cape May, N. J.* C. Ernest Dechant.
- CEDARCROFT SCHOOL, *Kennett Square, Pa.* Jessie E. Phillips.
- CENTRAL HIGH SCHOOL, *Philadelphia, Pa.* Calvin O. Althouse, S. E. Berger, Samuel K. Brecht, Frederick F. Christine, Joseph Fattermayer, J. Henry Graham, John L. Haney, Lewis R. Harley, William G. Casner, W. A. Haussman, James M. Hill, W. F. Lay, Philip Maas, Benjamin W. Mitchell, James Hugh Moffatt, E. C. Parry, George Lewis Plitt, W. D. Remmiger, J. T. Rorer, Ellis Anstett Schnabel, George Alvin Snook, George R. Stull, President Robert Ellis Thompson, Milton B. Wish, Henry Willis, Benjamin F. Lacy.
- CENTRAL MANUAL TRAINING HIGH SCHOOL, *Philadelphia, Pa.* Robert H. Bradbury, Albert B. Entwistle, Henry Reed Burch, J. Alexander Clarke, Oscar Gerson, B. Frank Janett, Jr., Frank R. Minnig, Frederick P. Porter, Principal William L. Sayre, H. C. Whitaker.
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